

# The Manitoba Teacher

1-11-17  
OFFICIAL ORGAN OF THE MANITOBA TEACHERS' SOCIETY



*... in the last analysis ... it is the spiritual force behind our educational effort that will determine ... the course of our civilization. And that spiritual force must find its outward expression through the teacher.*  
—Report of Special Select Committee on Education.



September - October  
1949

Vol. 28 No. 2  
WINNIPEG - MANITOBA



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# THE MANITOBA TEACHER

Official Organ of the

## Manitoba Teachers' Society

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### TABLE OF CONTENTS

	Page
Editorial .....	2
Let's Measure Ourselves .....	3
The President's Page .....	4
The General Secretary's Corner .....	5
The Joint Liaison Committee .....	9
No Permittees .....	12
Are You Planning a High School Annual? .....	12
Trenchant Truths .....	13
Let's Have Some Action .....	14
Introducing the Assistant General Secretary .....	18
A Teacher's Prayer on Armistice Day .....	19
Teachers Are Studying Pupils .....	20
Credit Unions .....	24
Learn To Live .....	28
Mere Musings .....	28
School Districts Where Schedules Are Paid .....	31
A "Millinery Secret" .....	33
For Professional Growth .....	36
Book Reviews .....	38
Pensions Regulations .....	40

*Teachers!*

Remember the golden words,  
"I saw your advertisement  
in The Manitoba Teacher."

This month's cover picture by  
courtesy of the National Film  
Board.

# EDITORIAL

Welcome back to school, Teacher! The vacation has been all too short. Many of you have studied steadily throughout the summer. Many of you have worked elsewhere to augment your incomes, to make it possible for you to continue to teach. Many of you have just rested, but all of you are back "on the job," willing and ready for another year of hard work. Good luck be with you!

## Significant September

Welcome to you, too, New Teacher! Welcome to your professional field, in what will probably be your most significant September. You have joined a noble group of men and women who find themselves impelled by an ideal, the ideal of rendering maximum teaching service to the community.

There will, no doubt, be many ups and downs in your teaching career while you, too, are rendering maximum teaching service, but we can assure you, from experience that the "ups" will more than balance the "downs."

## Be Proud !

You should indeed be proud of your choice of vocation. It will help you to develop your own personality as you help your pupils develop theirs. By giving much you will receive much.

These are difficult days for all of us. They are probably more difficult for teachers than they are for any other group. The peoples of the world have so many things to learn if they are to live in harmony, one with the other. There is so little time available in which to learn the arts of peace that the serious teacher has to exert every effort to save time and to stave off the forces that threaten our way of life. So many things to learn . . . and so little time.

## Be Thankful !

However, there are many thrills in life, even in a serious life. One of the thrills that you have already experienced will affect you in varying degree as you grow mature in teaching service. Each of your Septembers will be significant. None will be as memorably significant as this one, the September of 1949, when you first became a teacher.

Your schoolroom has just opened its doors to the last hope of humanity, the children of this generation. And you are their teacher. Ponder upon the wonder of it! *You* are their teacher.

Be thankful and be proud that you have been granted this God-given opportunity of building a better day out of the dismal darkness by which we have been surrounded for so many years. Look on the faces of those children whose future is in your hands. Look into their eyes and be stirred. Be thankful and be proud of your opportunity.

## The World's Rebuilders

Read Theodosia Garrison's A Prayer for the World's Rebuilders and meditate on the significance of its last two phrases "so much to learn, so much to do!"

We send them off to school again today,  
This cool September morning. All the street  
Is musical with patter of small feet,



And little, shining faces all the way  
 Seem wayside posies for our smiles to greet.  
 I wonder if they ever guess or know  
 With what strange tenderness we watch them go?  
 Just children on their way to school again?  
 Nay, it is ours to watch a greater thing —  
 These are the World's Rebuilders, these must bring  
 Order to chaos, comforting to pain,  
 And light in blasted fields new fires of Spring.  
 Dear Lord, thy childish hands were weak and small,  
 Yet they had power to clasp the world withal;  
 Grant these, thy little kindred, strength as true —  
 Who have so much to learn, so much to do.

And *you* are their teacher. So many things to learn — so little time — so much to do! What a tremendous responsibility is yours!

### Have Faith!

Your success will be limited only by your faith in yourself and in your task. Faith builds and does not destroy. Have faith in yourself, then have faith in what you are setting out to do in this significant month of September. We may all then have faith in the result of your efforts.

We believe in you! With our faith to supplement your own, we welcome you once more to our midst. We are happy to have you with us.

---

## LET'S MEASURE OURSELVES!

Can we measure up to youth's trust in us? Sherman Conrad says on their behalf, "I've trusted you. My youth and faith are yours. You promised me something of great worth—a loveliness, a satisfaction—"

Can we guarantee this ever-precious open-sesame from the crucible of study?

I've brought to you the molten treasure  
 Of my mind to cast the mould into some currency  
 Of greater worth.  
 I've bound the wandering ways of youth  
 Down to the hard conformity of books.  
 I set my eyes upon the words of Greece and Rome  
 To cipher out the cadences of song that gave  
 To all the world a flowering lyric heritage.  
 I learn the myths of Nordic gods and strive to find  
 A door to high Valhalla.  
 Euclid's magic mixes with the poetry that cries  
 A want of one dark lady's love.  
 But you have promised thus; One day this metal  
 That you pour all base and crude into the crucible  
 Of study, shall come forth a precious, glittering coinage,  
 A loveliness and satisfaction within your weary hands.  
 Well, mark you this, I've trusted you,  
 My youth and faith are yours; I keep the pact.  
 See to it that you've told the truth.

# *The President's Page*

By ELMENIA J. MOLLARD



You are now back in your classrooms devoting yourselves to the high task of inculcating in your students an appreciation and understanding of achievements of the past, problems of the present and the need for careful and intelligent planning for a useful and satisfying future.

You are encouraging them to participate in active democracy by demonstrating absolute justice, fairplay and equality in regard to sex, race, colour, creed, social standing and political background of all members of your school and community. You are the leader in developing future citizens who realize that citizenship involves obligations as well as privileges and opportunities for personal freedom.

To be a force in your community you must have prestige and the respect of that community. This involves not only the possession of a magnetic and dynamic personality but sufficient academic and financial resources to allow

you to fulfil your many obligations as a leading citizen of your community.

You will find your task easier if you have the co-operation and friendly support of your fellow teachers. Those with experience have found that much more can be achieved by groups than by individuals. You will be a better teacher if you are an active member of your local. The stimulation of association with its members will fire you with enthusiasm for your task and help you to feel that you are not alone in making your special contribution.

Your Society is steadily increasing its ability to help teachers. With the acceptance of the increased budget by Provincial Council it has been possible to engage the services of Mr. E. L. Arnett as full time assistant general secretary. You know Mr. Arnett as the able assistant editor of our magazine, *The Manitoba Teacher*, and as the very efficient executive member who as chairman of the Public Relations Committee made an outstanding contribution in focusing public interest on educational needs and advances.

Your Provincial Executive is happy to welcome Mr. Arnett as a valuable addition to our highly efficient office staff.

It will now be possible for groups of teachers in rural as well as in urban areas to have vital contact with the General Secretary or the Assistant General Secretary and thus enjoy increased benefits of the Society.

It will also offer an opportunity for members to make a greater contribution to the welfare of all teachers in the Society. Let it never be said of us that we are out for ourselves and when we get what we want we sit back and forget about the problems of less fortunate members.

Let us not rest until all good teachers have security and freedom to play an active part in guaranteeing the stability of the nation.



# *The General Secretary's Corner*

By T. A. McMASTER

## **Welcome, Emerson!**

We are happy to welcome Mr. Emerson Arnett to the staff of The Manitoba Teachers' Society in his new capacity of Assistant General Secretary. Emerson has been an up-and-coming young man for a number of years, as a teacher, principal, District President, Assistant Editor, Committee member, Executive member and Chairman of the Public Relations Committee.

He has already had his Baptism of Fire, having participated in a panel discussion during Youth Day in connection with the annual convention of The Manitoba Federation of Agriculture and Co-operatives. He did an excellent piece of work, one that will pave the way for many future contacts with the young people of Manitoba who, we trust, will be running things tomorrow in a much more generous and intelligent manner than they have been run for some time.

On Mr. Arnett's account we bespeak the wholehearted loyalty and support of every member of the Society. If he is to accomplish only a fraction of the great things we expect of him, he will surely need your encouragement and co-operation. More power to you, Emerson!

## **Let's Organize!**

It is never too soon to organize. If you are not a member of a Local Association, we would urge you to take immediate steps to join one. Write to Central Office for the location of our nearest branch. Should there not be a Local Association in your neighbourhood, get two or three of your colleagues interested, write to Central Office requesting a copy of "Helps for Locals" and swing into action before the Fall Convention. You cannot possibly derive the full benefit of membership in a professional society un-

less you belong to the local section of that society. This is particularly true where the local branch may be the bargaining agent for salaries and conditions of employment. You have everything to gain. You have also everything to lose if you procrastinate too often or too long.

## **Collective Bargaining**

Chartered Local Associations interested in Collective Bargaining would be well advised to get things moving early in September.

First—Write to Central Office requesting the latest release on certification procedure. We shall guide you from there on.

Second—Local Associations already certified as bargaining agents would be well advised to have another resolution adopted re-affirming the previous one concerning the intention of the Local Association to bargain collectively on behalf of its members. This is a necessity because of the mobility of our membership. Manitoba's floating teacher-population is a nomadic nightmare. It must be re-emphasized that the Local Association must prove that it represents the majority of teachers in each School District with which it negotiates.

Third—Please follow our mimeographed and written instructions to the letter. They have been streamlined to the point of simplicity in order to achieve the maximum results with the minimum of red-tape.

Fourth—Secretaries of Local Associations, not yet certified as bargaining agents, must see that each member of the Local Association completes a small membership certificate which will be supplied in quantity on receipt of an official request from a chartered Local. When these certificates are signed by the member and countersigned by the President and



Secretary of the Local, we run into very little trouble with the Labour Board when we apply for certification.

Fifth—Central Office will be checking with Local Associations the Presidents and Secretaries of which have moved into other District Associations or into other Local Association jurisdictions. We would appreciate your electing your new officers as soon as convenient and providing us with the up-to-date list in order that our part of the reorganization may be as effective as possible.

### Workshops

The Assistant General Secretary and Mr. Jim MacKay of the Provincial Executive attended a workshop at Banff while you were recharging your pedagogic batteries for the coming year. Their experiences will be at our disposal in the operation of the workshops we shall require this Fall and Winter to prepare Local Association representatives for the important business of salary negotiations.

It is suggested that we operate one or two workshops on an experimental basis in Winnipeg to get the ball rolling. Local Associations already certified as bargaining agents, or those whose certification is pending and are interested in carrying on negotiations should appoint two representatives immediately. It is anticipated that each workshop will operate for two whole days, Saturday and Sunday. When the workshop techniques have been established, it should be possible to hold them at other strategic points outside the metropolitan area.

Will Local Associations please advise Central Office of the names of their two elected or appointed representatives as soon as possible in order that workshop places may be reserved for them. It's a case of first come, first served. If you don't help yourself soon, there will be nobody interested in prodding you to do the things you should do. It's an experience. It's something you'd like to have, if you didn't have to live through it.

### Fall Conventions

The Fall Convention is much more than a get-together of teachers to hear speakers and to listen to exhortations. According to The Manitoba Teachers' Society Act, "a district association shall be organized in each teachers' electoral division in the province and, save as hereinafter provided, shall include all members of the society in such teachers' electoral division.

Each district association shall hold its annual general meeting at the time of the autumn teachers' convention or at such other time as may be fixed by by-law of the district association."

Members of The Manitoba Teachers' Society who are also members of the Convention Committee will render an outstanding service to the whole profession if they arrange with their Inspectors that the District Association be given suitable time to hold its business meeting.

There are so many things to be done at that meeting. There are resolutions to be discussed and forwarded for the consideration of the Provincial Council, the Teachers' Parliament, at Easter.

You will also elect your representatives to that top-level professional group at your Fall Convention. You can understand then, how important it is that all members be present at the District Association meeting and that it be held at a time which does not conflict with bus-schedules or such-like restricting distractions on the final afternoon.

Your Inspector will appreciate hearing from you soon in this matter. Too often, requests have been made for certain hours after the programme has been arranged. A properly integrated District Association meeting and Inspectoral Division Convention should have very little over-lapping, as far as personnel and programmes are concerned. Inspectors, teachers, officials and speakers are all gathered for the one purpose, the principal purpose of our professional responsibility,



the rendering of maximum teaching service to the community. Let's do it together!

### **Pension Contribution Refunds**

Many teachers, on leaving the profession after having taught less than the thirty teaching months necessary to obtain a refund of their contributions, have written scathing letters, blasting us for having retained their money. Please address all enquiries concerning refunds to Mr. J. E. Millard, The Teachers' Retirement Allowances Fund Board, Legislative Building, Winnipeg. We don't collect the money, nor do we retain it. Would that we did!

### **Women Like Writing Letters**

When the Prime Minister visited Manitoba in his stock-taking, pre-election trip, he quite captured the collective female heart of the country by inviting the ladies to write to him. Now that the election is over, we presume that his offer to reply still holds good. It would be an excellent follow-up to the Brief presented to the Right Honourable the Prime Minister on April 20th, if every woman in Manitoba, particularly those who are teachers, would write to him reminding him of the salient points therein. You will find the Brief published elsewhere in this issue.

The Brief should also provoke much discussion at your next Local Association meeting. It is an entirely new approach. Let's hear your comment on it!

### **Bill of Rights**

An Evolving Bill of Rights for Teachers was published in the May-June issue of *The Manitoba Teacher*. It was suggested that this material be used in discussion groups in Local Associations. Local Secretaries, and others who prepare the programme, would be well advised to have members bring their copies to an early meeting and have the Bill discussed. It is extremely gratifying to receive so many splendid suggestions for progress arising from group dis-

cussions. Incidentally, they are lots of fun and good training, too.

### **Faculty of Education**

The Manitoba Teachers' Society congratulates our professional faculty in securing its own self-contained establishment in "the little red schoolhouse," just south of the University residence on the Fort Garry site. We are now no longer a part of the horticultural section, nor of the administrative section, but are actually in a place of our own. Truly progress is made slowly. Probably it is much better made that way.

There is an increasing interest in the courses leading to the degree of B.Ed. and B.Paed. These professional courses are doing a great deal to raise the status of the teaching profession in Manitoba. We commend them to your careful consideration.

### **Questions, Questions!**

The Research Committee has spent a great deal of time and effort in the preparation of a questionnaire designed to supply it with the proper ammunition with which to assist you in reaching your professional and economic objectives.

Unless you complete the questionnaire when you receive it, the work of your Research Committee will be restricted. It will be unable to supply your Salary Committee, or your Negotiating Committee or any other Committee with the information so necessary to effect reforms. Please help yourself by completing all parts of the questionnaire and by returning it to Central Office at your early convenience. At the risk of being accused of poor housekeeping, please keep it on your desk until your conscience bothers you. You know what might happen if you put it in the drawer until "tomorrow."

### **Regulations**

The Regulations of the Department of Education have now been compiled and issued. It is important that teachers be as familiar with these regulations as it is possible for them



to be. You have signed a contract agreeing "to teach diligently and faithfully . . . according to the Law and Regulations . . . and to perform such duties . . . as may from time to time be assigned in accordance with the statutes and the regulations of the Department of Education." You should know what you have contracted to do.

Read the foreword on page 1 of the Regulations, request the copies mentioned in the fourth and fifth paragraphs, then study the Regulations as you have them at present.

Having studied them, clip pages 43-44 from this issue of *The Manitoba Teacher* and insert them in your personal copy of the Regulations, preferably between pages 6 and 7.

As this is the first opportunity many of our members have had of reading these regulations, we shall expect that Local and District Associations will study them during the Fall and Winter terms. If there is anything in them of which our membership disapproves, have the matter discussed at a regular meeting and let us have your resolutions as soon as you can possibly do so.

### **Here's a Hand!**

In your school, in your district, at your Local Association meeting, at your Fall Convention, you will meet many new teachers. You can't mistake them. They are as yet untried. They have not yet met any of the tribulations which you, yourself, have had to overcome.

Welcome them! Give them a friendly hand-clasp, a pat on the back, introduce them to the Inspectors, to the District officers and to the Local Association officers. Talk not of troubles. Give them a good send-off. Help them with the advice that you wish someone had given you on your entry into our profession. We have a grand job to do in Manitoba. Shake hands on it with the new-comers, take them under your care until they find their feet and let's get on with the job—together.

There are two times when a teacher requires the assistance of all other teachers—when entering the profession and at all other times.

### **Inspectoral Appointments**

Congratulations are in order to Clarence Voigt, Karl Thorkelson, Bill Friesen, and Dick Moore who leave the rank and file of the profession to take up their new duties as Inspectors. They were excellent teachers and outstanding members of *The Manitoba Teachers' Society*. The same sterling qualities which they exemplified as teachers will make them excellent Inspectors. They are well aware of your problems. Their wide experience will be of great service to the cause of Education in their wider field of endeavour. More power to them!

### **The Open Door**

The Department of Education is to be complimented on the recent issue of "The Open Door," an interesting, well-illustrated 16-page booklet which draws the attention of our Grade XII students to the advantages of the teaching profession as a career.

The Manitoba Teachers' Society appreciates the opportunity afforded it for collaboration in the preparation of the booklet. We hope that our present and future joint efforts will encourage the cream of our secondary-school graduates to give teaching a fair trial when consideration is being given to the choice of a profession.

### **When a Schedule is Not a Schedule**

The simplest definition we can find for the word schedule is that it is a written or printed formal list or statement of details. When those details refer to your salary and all the details of your engagement with a school board, a schedule becomes a pretty important statement. You will notice from the very simplest definition, taken from a two-dollar dictionary, that the schedule is either written or printed.

We mention this detail because of the prevalence of "confidence" men who are assuring trusting, starry-eyed

*(Continued on page 40)*



# JOINT LIAISON COMMITTEE

Mr. Prime Minister:

The Joint Liaison Committee of the Union of Manitoba Municipalities, The Manitoba School Trustees' Association, and The Manitoba Teachers' Society is a body representative of those organizations which, with the Manitoba Provincial Government, share the responsibility of the functioning of a public system of education in the Province of Manitoba. This Committee is honoured to welcome you on the occasion of your visit to Brandon and is appreciative of the opportunity of presenting for your information and consideration certain matters concerning the present status of Public Education in this Province. It is believed that you will find that the matters to be touched upon are things of national concern, and that they will receive your earnest consideration.

## Educational Problems in Manitoba

The administration of Public Education in Manitoba is faced with the following acute and urgent problems:

- (a) Building programme.
- (b) Instructional Equipment and supplies.
- (c) Differentiated curricula.
- (d) Supply of professionally trained teachers.
- (e) Increasing difficulty of financing educational costs.

(a) The essentials of a school building are that it should be sufficiently commodious for teachers and pupils and their work; adequately heated, lighted and ventilated. The appearance of the building, its inherent dignity and beauty, are factors which can have an inestimable effect for good upon the minds of both the pupils in attendance and the citizens at large.

The economic recession of the "thirties," and wartime shortage of materials and labour and the present period of inflated building costs have all militated against the provision of

new school accommodation, repairs and renovations. In the City of Winnipeg, the Report of the Reavis Survey 1948, has recommended that thirteen schools be considered as obsolescent. The City of Portage la Prairie has recently had one of its larger schools condemned as unsafe for further use. The City of Brandon is faced with the necessity of providing further school accommodation. A survey of the accommodation provided in the towns and rural districts would show that much of it fails to measure up to recognized desirable standards. Beyond question there is a tremendous back-log of building requirements in this Province.

(b) Modern education from primary to secondary level has made increasing demands for instructional equipment and supplies. These costs are assuming growing importance in the school budget. Today a well-stocked library is fundamental in the modern school; extensive use of visual and radio aids to learning are becoming everyday necessities; laboratory equipment has become more extensive and expensive; health education requires gymnastic accommodation and equipment; industrial arts and commercial subjects are likewise considered essentials in present day education; music and art have been incorporated into elementary and secondary education; and under modern pedagogical approach all these courses entail additional demands on school finances. The demands for instructional equipment are many, varied and expensive.

(c) In recent years the programme of studies at secondary levels in the Province of Manitoba has made provision for five courses; namely, matriculation, industrial arts, home economics, commercial and agricultural. Because of the inadequacy of school finances and insufficiency of trained personnel it has been virtually impossible to integrate these very desirable courses throughout our secondary schools. But the above courses are



recognized as being essential for the modernizing of our secondary school curricula.

(d) You are doubtlessly aware that a great teacher shortage exists across the Dominion of Canada. In the Province of Manitoba alone, that deficiency stands at approximately 800, which represents 20 per cent of the teaching personnel requirements of this Province. In addition to this shortage, during the last ten years, there has been a decline of more than 1,000 qualified teachers in the schools of Manitoba. This condition exists in spite of the modestly increased salaries and salary schedules. The 800 permit teachers of the Province give rise to too many teacher changes in the schools, particularly rural schools, in which they are employed, and has resulted in lowering standards of education, because many thousands of our children have completed, after a fashion, their elementary education without the guidance of a single qualified teacher. Until an adequate solution for these problems is found there can be no provision of equality of educational opportunity for Manitoba children.

(e) In Manitoba, education draws the major portion of its financial revenue from a tax on real estate. Educational costs have been mounting rapidly in recent years, with the result that the municipalities which collect the tax for the school districts are virtually facing bankruptcy or a lessening of the services which municipalities are called upon to provide. This Committee has made representations to the Provincial Government of Manitoba setting forth the difficulties which face School Districts and urging that the Provincial Government assume a much larger proportion of the costs of educational services so that progress can be made in the eradication of the present inadequacies and inequalities. This Committee, representing as it does all municipalities, all school trustees and all teachers of the Province of Manitoba—a Committee unique in all Canada—will continue to make such representations, until such time as it believes that

education is receiving what is considered to be a rightful share of Provincial revenue.

### Federal Aid

Notwithstanding, this Committee is of the opinion that the amelioration of the present difficulties of educational administration would be considerably expedited were a greater measure of Federal assistance forthcoming, than is the case at the present time.

It is very clearly understood that Section 93, B.N.A. Act assigned education exclusively to Provincial jurisdiction. Changed conditions have led to the adoption of policies whereby although education is a matter of Provincial jurisdiction it has been recognized as a matter of Federal concern. It is pertinent to note that an Order-in-Council No. 1133 dated 1st June, 1910, whereby the appointment of a Royal Commission on Industrial, and Technical Education was authorized contains this statement:

"The industrial efficiency is all important to the development of the Dominion and to the promotion of the home and foreign trade of Canada in competition with other nations and can be best promoted by the adoption in Canada of the most advanced systems and methods of industrial training and technical education."

(This Royal Commission, by the way, was appointed at the instigation of the then Minister of Labour, your predecessor and recently Prime Minister, the Rt. Hon. W. L. M. King.)

Arising out of the report of that Commission the Federal Government acknowledged a responsibility in a field of Public Education and during the past thirty years has held to that responsibility by several legislative enactments:

- 1913 Agricultural Instruction Act.
- 1919 The Technical Education Act.
- 1931 The Vocational Education Act.
- 1939 The Youth Training Act.
- 1942 The Vocation Training Coordination Act.



This Committee is of the opinion that such Federal assistance has been welcomed by the Provinces, that such assistance has been possible without interference with Provincial jurisdiction and that the benefits which have accrued have not been local and specific, but have transcended Provincial boundaries to be a social service to the nation. This Committee believes that if the need for Federal Aid was great in 1910 it is greater in 1949.

Amongst the major concerns of your Government problems of internal and external security take precedence. With respect to the former it must be a matter of some gratification to His Majesty's Canadian Government, as it is to its many citizens, that recent years have seen a substantial expansion of the real national income. You, Sir, would doubtless subscribe to the opinion that substantial economic gain for the majority of the people is to be found in increased productivity and consequently to reduced unemployment. Increased productivity will in no small measure be influenced by (1) Improved skill of the workers; and (2) Improvements in technique. If improved skills are to be found and improved techniques are to be placed in practice, then the educational level of the mass of the people will be the determinant.

It is generally conceded that general unemployment can be avoided in a free society and that one of the functions of the State is to encourage mobility of labour and capital. The relationship of education to this mobility has been stated by the Rowell-Sirois Commission:

"most necessary to maintain standards of education which will enable the younger generation to compete in all prospective fields of employment and which will thus assist in the desirable mobility of labour."

With respect to the second item of major concern, viz: the question of external security, it is noted that His Majesty's Canadian Government has recently concluded a North Atlantic

Security Pact. This unquestionably brings a greater measure of security to our shores, but also, unquestionably, placed upon our nation the obligation "to go to the assistance of . . ." Is it not the case that in previous times of national crisis our country has found itself to some degree unprepared? that, in certain instances, our citizens lacked the educational attainments which would permit them to make intelligent use of the instruments of war which were placed in their hands? and that in consequence the Department of National Defence found it necessary to provide basic educational training, which ought properly to have previously been given in time of peace by Provincial Departments of Education?

During World War II throughout this Province local school boards provided classroom accommodation for the education or re-education of service personnel, in order to supply the deficiencies that existed in their basic education. Modern service training requires a general mathematical and scientific educational background that the majority of our Canadian youth did not possess prior to 1939 nor do they possess in 1949. It is our conviction that the youth of this Province of Manitoba is not receiving that educational opportunity of which they are fully capable of assimilating should their services be required in national defence. Is it right to assume that in the event that this nation is called upon to fulfil its obligations under the North Atlantic Security Pact, there would not be time to provide that educational opportunity which is now being denied? In our judgment the corollary of Canada's signing of the North Atlantic Pact is more Federal Aid for Education.

### Conclusions

In view of the foregoing we respectfully request:

1. That a Federal Investigation comparable to that set-up under Order-in-Council No. 1133 (June 1, 1910) be instituted to consider the whole field of education at the post-elementary level, or failing this, the



investigation be restricted to an inquiry into industrial and technical education in the Dominion. (This investigation might be assigned to the present Royal Commission on Arts, Sciences and Letters, if its terms of reference are sufficiently wide to include it.)

2. To meet the present state of emergency existing within Manitoba, a condition in no small measure due to the urgent need for capital and instructional costs involved, that the Federal Government increase its present technical grants to such an extent as to absorb 50 per cent of capital expenditure; 50 per cent of equipment costs; and 50 per cent of instructional costs of technical and industrial expenditures; in order that Manitoba, a less wealthy province, may provide equality of opportunity in secondary school levels.

All of which is respectfully submitted by the Joint Liaison Committee—J. A. Cuddy, Senior Past President, The Manitoba School Trustees' Association; G. Fitton, Immediate Past President, The Manitoba School Trustees' Association; F. Fitzpatrick, Reeve, Rural Municipality of Riverside; J. R. Lynch, Reeve, Miniota Municipality; J. K. MacKay, member-at-large, The Manitoba Teachers' Society; Bert McLeod, President, The Manitoba School Trustees' Association; T. A. McMaster, General Secretary, The Manitoba Teachers' Society; A. R. Paulley, Mayor of Transcona; G. R. Rowe, President, The Manitoba Teachers' Society.  
April 20th, 1949.

From the Chicago *Sun-times*: "Five hundred splendidly dressed ladies and gentlemen of New Orleans were listening, as were the working stiffs of the press and the diplomatic corps."

Advertisement clipped from the Kansas City *Star*: "Take out an accident insurance policy. One customer broke her arms the other day and we paid her \$500. You may be the lucky one tomorrow."

## No Permittees

### In Dauphin School Area

The success of the Dauphin School Area in one of its most fundamental aspects has been demonstrated this spring by the filling of every staff vacancy in the early part of June *without the use of a single permit teacher*.

Our congratulations to Dauphin on showing the way to maximum teaching service for the children of Manitoba. In the Dauphin Area the rural children can now expect to get the least they are entitled to—as good an education as the children in the city.

It is not difficult to see why the Dauphin Area is attracting qualified teachers. Under the regulations of the Manitoba Labour Board, The Manitoba Teachers' Society negotiated a salary schedule with the Area Board. This schedule offers the prospects of security, better pay, and advancement within the system. There will be no more petty bickering with school boards in the Dauphin Area—no more chronic June jitters. Teachers, if you want to become regarded as professional persons; if you want relations with the board put on a dignified, business-like plane; if you want salaries that improve as you improve through experience and higher qualifications—form your Local into a bargaining agent and negotiate a salary schedule!

---

### ARE YOU PLANNING A HIGH SCHOOL ANNUAL?

If so, we suggest you refer to the 1948 September-October issue, page 28, for an article which some schools found useful last year. It discusses in detail the following points:

- How to plan in September for the Annual that's published in May.
- How to spread the work over all the months of the year.
- How to pick a willing, competent staff.



## Trenchant Truths

If we are really serious in assigning education the job of straightening out the world and the individual both, then the first step would seem to be a realization — plus a willingness to act on it — that the place to start is with the teacher. The finest curriculum in the world will be of little help unless we make the teaching profession as important and attractive, in terms of returns and prestige, as that of any other vocation.

—NORMAN COUSINS.

\* \* \*

If one aim of Education is "to prepare people to live with others with imaginative sympathy and understanding and to work with others co-operatively and justly," then the necessity for adequate education is or should be entirely apparent.

—ERNEST F. TITTLE.

\* \* \*

He who is not prepared today will be less so tomorrow.

—OVID.

\* \* \*

A generation which has been born in confusion, reared with cars, radios, movies, comics and picture magazines can hardly be expected to mature as reflective, sober, well-rounded young people. Our first goal must be to impart to them the freshness of intellectual excitement, the opportunity for independent and creative activity, the delight in discussion and discovery that form an essential part of true education.

—MRS. RUSTIN MCINTOSH.

\* \* \*

The man who doesn't read good books has no advantage over the man who can't read them.

—MARK TWAIN.

\* \* \*

When nothing seems to help, I go and look at a stone-cutter hammering away at his rock, perhaps a hundred times without as much as a crack showing in it. Yet, at the hundred and first blow it will split in two, and I know it was not that blow that did it, but all that had gone before.

—JACOB A. RIIS.

\* \* \*

The preservation of peace is more than just abstention from war. It is the active and sincere cultivation of the peaceful association between nations. It is the conscious, systematic encouragement of every form of peaceful contact between peoples to the end that the prejudices and provincialisms and asperities of international life may gradually wear away and the concept of world community thrust roots into the minds of men. Without the development of this peaceful and free association, *between individuals*, as well as between governments, peace can never be more than a flimsy and precarious respite from violence.

—GEORGE F. KENNAN.



# LET'S HAVE SOME ACTION

## *Suggestions for Classroom Discussion Groups.*

M. P. TOOMBS, *Associate Professor of Education, College of Education, University of Saskatchewan.*

Everyone talks about democracy and expresses a belief in the democratic way of life. But to what extent is democracy practised in the everyday life of the classroom? Democracy means, among other things, the widest possible participation in solving problems, in making decisions, and in translating decisions into action. If this is true, then teachers and students need much experience in participation. Too many of us *talk about* the democratic way of life, and continue to *practice tyranny* in the classroom. Group thinking, group planning, and group action are ways in which we gain democratic experience. As these group techniques become increasingly fruitful and efficient in the classroom and in our professional activities, they definitely influence our conduct as citizens.

There was a time when a teacher was expected to have fixed-in-advance answers for all questions. We know now that, in many instances in the classroom, no one person, and this includes the teacher, is the final judge of the best answer. The only honest way to find the best solutions to many problems is by means of a sharing of knowledge, experiences, and reasoning. To do this there must be group discussion. Boys and girls should be given the opportunity to realize that the group is not only wiser than any individual member, but it is or should be wiser than the sum of its members.

### **Are Discussion Groups Possible in the Classroom?**

The answer to this question is most emphatically "yes." Many teachers say: "I have no time for discussion. I have several subjects to teach. I have to cover what is outlined in the course of studies. My pupils have to be prepared for the writing of examinations." What a familiar ring these words have! Of course there will be no time

for discussion as long as memorization of factual material and the covering of subject matter are the main objectives. But if our main objective, in our democracy, is to assist boys and girls in developing their abilities so that they will progress up to their maximum capacity for development, then we must take time to consider how this is going to be accomplished. Group discussion is *one* way of achieving this goal.

It is possible for a whole class, under teacher leadership, to engage in a group discussion. But what usually happens in such a situation? What is often called group discussion is merely questioning by the teacher and answering by the pupils. In other words, there are merely teacher-to-pupil and pupil-to-teacher relationships. Discussion, however, implies pupil-to-pupil relationships without teacher intervention. It is true that the teacher as a member of the group, and as leader, will focus attention upon the main issues. But various points-of-view are expressed by the pupils to one another and not merely to the teacher.

Another technique in classroom discussion is to divide the class members into groups according to their interest in the various phases of the topic under consideration. There are many teachers who consider this procedure a waste of time. Let us then consider the purposes for which discussion groups of this nature are formed.

### **What Are the Purposes of Discussion Groups?**

1. *The purpose of discussion is not debating nor wrangling over differences.* In group discussion, every member of the group should have the opportunity to express his views, to exchange opinions, and to arrive at the best group decision after careful consideration of all supporting facts.



Should unanimous decision be impossible, then the majority rules, but every care should be taken to record the views of the minority. This is an important part of the democratic way of life.

2. *Group discussion cultivates our appreciation of and respect for different kinds of attitudes, beliefs, and backgrounds.* Through group discussion we discover that we may learn from others, and that others may learn from us. Through a genuine "meeting of minds" we may, as a group, produce a new decision or solution different from any of those previously held by individual members of the group. This is an example of genuine growth in learning.

3. *Group Discussion enables each member of the group to contribute his share.* To remain silent through an entire discussion, or to be absent is to reduce the democratic value of the group. No member should hesitate to contribute his share because he fears he might possibly be wrong. He should feel free to place his views frankly before the group for consideration, knowing that these views will be respected, and recognizing that they may have to be modified and changed after careful examination.

4. *Group discussion rules out sarcasm and the holier-than-thou attitude.* There is no place for bigotry, or for "know-it-allism" in a group discussion.

5. *Group discussion places definite responsibilities upon all the members of the group.* Each member should be able to make a definite contribution. Young people, who have from time to time the opportunity in school of engaging in group discussions, know that shirking, or clowning, or inadequate preparation has no place in the scheme of things.

6. *Group discussion helps boys and girls to develop to the utmost their individual capacities.* What does one observe so often when he visits classrooms? The teacher is questioning the pupils and the pupils are answering in monosyllables, in a whisper, which cannot possibly be heard by the other

members of the class. The teacher then repeats the pupil's answer, thus removing from the pupil the responsibility for framing an answer in good sentence form and in intelligible language. The teacher is the critic and the judge of the accuracy or inaccuracy of the pupil's answer. What sort of learning is taking place in this individual pupil-to-teacher and teacher-to-pupil communication process? Are we capable of encouraging pupil-to-pupil communication in the classroom? Are we capable of developing the oral language abilities and the thinking processes of our pupils so that they can, in their discussion groups, express adequately their ideas to one another? This is the challenge which faces all teachers regardless of the grade level of their teaching or their special subject matter field.

### How to Start Discussion Groups

1. There must first of all be a *need* for discussion. There must be some topic or problem of vital interest to the pupils. This topic will need research, investigation, study, thinking, and planning. There will be many aspects of the topic or problem. Let the pupils divide themselves into groups. If there is a small number in each grade, then take some topic of common concern to the pupils of all grades. Each group may have members from several grades. After the groups are formed, what next?

2. Each group should meet separately. At the first meeting, a chairman and secretary should be chosen. The chairman should act as discussion leader at this meeting. He should however, not regularly serve as the discussion leader. His function should be to handle the routine of meetings, appoint different discussion leaders in rotation and be responsible for the supervision of group reports.

3. The secretary is responsible for preparing written reports of each discussion, and for making copies available to all members. Should the group decide, the secretary may change at each meeting in order that the work may be distributed more equitably.



4. At the first meeting each member of the group should introduce himself, tell something of his experience, and state the kind of problems in which he is most interested. The secretary should make a complete list of the group members, together with their special interests. A copy of this information should be given to each member of the group and to the teacher. The time and place of meeting should also be decided.

5. Discussion will be valuable to the extent of each member's preparation and contribution. The discussion leader must keep the discussion moving toward the goal.

#### **Suggestions for Discussion Leaders**

Each pupil should have practice in leadership. The following suggestions point to definite group leadership techniques, and are addressed directly to leaders:

1. Prepare in advance. Decide as best you can what points are basic and most worth discussion by the group. Break the major questions down into what you consider their main elements.

2. Plan the time carefully so that all points receive due consideration. But expect to vary wisely from your plan; a really fruitful discussion may well be allowed to run beyond its time.

3. One of the chief duties of the leader is to keep the discussion on the point. If it wanders, restate the point of discussion and start again. A good side line, however, may at times be worthwhile.

4. Attempt to get (and make) brief statements, not speeches; pertinent statements that push the quest further along.

5. Don't smooth out or cover all differences. On the contrary, if the differences are basic, bring them out clearly.

6. Summarize (a) when a major point is finished before going on to the next; (b) when the discussion has been long drawn out or confused; and (c) shortly before the close of the period.

#### **Suggestions to All Discussion Group Members**

Not only should all students have practice in leadership, they must also understand that *followership* has definite responsibilities.

Here are a few *musts* for discussion group members.

1. Demonstrate by faithful attendance and participation that you can and will *take responsibility* if you are given the chance. Sacrifices have to be made, sometimes, to attend such meetings.

2. Make short statements, not speeches. Be definite. Talk to the point.

3. If reading further will help on certain questions do your share and report concisely to the group what you have read, in so far as it is pertinent. Be brief.

4. Guard against the tendency all of us have to protect our pet convictions or prejudices.

5. Equally, guard against easy compromises in which we do not really modify our own views, but patch our differences together in order to finish the discussion.

6. Always keep in mind that it is creative thinking toward new points-of-view that is our objective. Respect for other views than our own is essential to this objective.

#### **The Teacher's Responsibility**

Discussion groups will waste much valuable time unless the teacher has the necessary qualities of leadership. Discussion, alone, is not enough. Each group should be prepared to submit a report on its findings to all the group members. If there are several groups investigating different aspects of a topic, then all reports should be brought together so that all members of the class will gain new insights, and understanding from every phase of the topic. One way of bringing the reports of the various groups together is by having the chairman of each discussion group summarize the findings and present the summary as a blackboard outline or in mimeo-



graphed or hectographed form. Another way, not as good from the developmental point-of-view, is for the teacher to present the summary.

There are many ways of reporting. Blackboard or mimeographed outline is one way. Charts, graphs, original drawings, or maps may be used. Where such procedures are carried out, the group should appoint a leader to present orally the appropriate explanations. Dramatization, which may include songs, is valuable. Reports may also be presented in the form of a radio broadcast, a class bulletin, or a newspaper report. The possibilities for development here are unlimited provided that the teacher has the necessary qualities of leadership.

The late Lord Tweedsmuir in his book "The King's Grace" said in effect that the true task of leadership is not to put greatness into humanity but to elicit it, since the greatness is already there. There is no doubt about the fact that people in the long run do successfully only what they figure out for themselves. Enthusiasm for any course of action is in proportion to the amount of thought and effort a person has put into planning and making decisions. If these things are true, then for democracy's sake "let's have some action in our schools."

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## Introducing the ASSISTANT GENERAL SECRETARY

By T. A. McMASTER

It is a great pleasure for me to introduce the Assistant General Secretary, Mr. E. L. Arnett, B.A., to the members of The Manitoba Teachers' Society and to the readers of The Manitoba Teacher.

Mr. Arnett, a native Manitoban, received his early education in the schools of Westbourne, Treherne, and Kelvin Technical High, Winnipeg. His father, Mr. J. H. Arnett was an outstanding teacher and an ardent exponent of the aims and objectives of The Manitoba Teachers' Federation, as our Society was known prior to 1942.

Although it does not necessarily follow that a son will always maintain the vocational interest of the father, Emerson Arnett seemed to have a particular bent toward Education as a profession by not only becoming a teacher, but by marrying a teacher, Audrey Rhind, of Westbourne. Like so many of our members in the prairie provinces, he became a teacher "the hard way."

He was awarded the Governor-General's Medal for General Proficiency in his Matriculation year. After matriculation he proceeded to the Dauphin Normal School, and from there successively to the schools of Sulphur Creek, Headingley, Tuxedo, and Machray Junior High in Winnipeg. During this time he worked on his university degree by extra-mural courses and Summer School till he obtained his Bachelor of Arts degree in November 9, 1947.

Mr. Arnett was elected President of District Association No. 17 in 1944 and proved such an excellent leader that he was re-elected the following year. During those two years he gained a great deal of experience in the organizing of Local Associations, an invaluable experience, as far as his new position is concerned.



Mr. Arnett does not agree with Milton that "They also serve who only stand and wait." As long as I have known him he has been "going places" and "getting things done." His service to The Manitoba Teachers' Society as a member of the Pension Committee for one year; as Chairman of the Public Relations Committee and member of the Provincial Executive for three years; as Assistant Editor of The Manitoba Teacher for two years; as Convention speaker at Dauphin, Swan River, Killarney; as participant in educational panel discussions in Winnipeg, in addition to his outstanding organizing ability in the development of Education Week radio programmes have satisfied your Executive that Emerson "has what it takes." He is, indeed, a worker.

In introducing Mr. Arnett to you, I am impelled to add that I have the highest personal regard for his sincerity, integrity, educational phil-



osophy, high standard of professional ethics, and for his ability to drive himself unremittingly and to work with his colleagues harmoniously, all of which are very desirable attributes in a young man who aspires to serve the members of The Manitoba Teachers' Society and to help them reach the high professional standards they have set themselves and for which he, himself, has given so much of his own precious time. I am happy to have him with me now as a full-time colleague.

"If there be any truer measure of a man than by what he does, it must be by what he gives."

Mr. Arnett rates high when measured by "doing" and equally high when measured by "giving." You are extremely fortunate to have his abilities at your service.

When Betty was two years old and was asked how old she was she answered, "Two happy years."

—GENE WRIGHT.

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## A Teacher's Prayer on Armistice Day

Almighty God, our refuge in tribulation, our strength in the hour of need, our secure haven after the conflict, be with us this day and all the rest of our days. Our tribulation is not yet over; we are not yet secure and we need the help of thy grace and strength.

As we pause to pay tribute to those gallant souls who died that we may be free, make us worthy of the supreme sacrifice they made.

Let their memories be ever fresh in the minds of our people. Let them realize that Democracy has to be lived, the same Democracy for which they, thy chosen ones, died. Let all of us realize that our security and freedom depends on how well we learn the lesson they taught us.

Save these, my pupils, O Lord, from the evil beings that draw nigh from other parts of the world and from those of our own land who would desecrate our Canadian way of life.

Let not my boys experience the physical and spiritual tortures and deprivations of warfare that men have suffered in the past by not placing their trust in Thee.

Let not my girls suffer the mental tortures and the heart-breaks that our women have suffered during and after the wars of the past.

Keep them free from hatred, from racial prejudice, from narrow, selfish interests while they are young so that, in the fulness of their days, they will have served Thee as Thou wouldst be served.

Guide those who are set in authority over us in this land and in this province to provide us with the necessary teachers and educational services so that we, thy teaching disciples, may help instil peace into the hearts of men, now and for evermore. Amen.



# TEACHERS ARE STUDYING PUPILS

*Dr. Daniel A. Prescott tells how the study of one child leads to better understanding of all children.*

Miss Smith has stopped thinking of Joe as "lazy" because his homework is poorly done and he is not alert in class. She knows about his querulous working mother, his fatherless home, the four younger children.

Today all over the country 6,000 Miss Smiths are discovering in a dramatic way that behaviour is caused. These teachers are working in child study programmes under the direction of the Institute for Child Study of the University of Maryland. A number of schools in the region of Chicago are developing similar programmes under the guidance of the Department of Education of the University of Chicago.

Miss Smith's close study of a few individual children for several years should make her a better teacher for hundreds of children for the rest of her career. A careful study of the specific problems of sulky, irresponsible Joe helps the teacher far more than the lectures and study programmes on child psychology and child development in general, says Daniel A. Prescott, who heads the Institute.

It is fairly obvious that not all general scientific truths are true about all children, declares Dr. Prescott. "Yet teachers who have not been trained to recognize this need for knowledge about individual children, don't know what facts they need, don't have the skills to get the facts."

## Learning How Joe Feels

The teacher needs enough knowledge to understand how Joe—not all ten-year-olds, but Joe—feels in a particular situation. If Joe reads badly, general knowledge about the causes of poor reading won't help Miss Smith. She must know *why* Joe reads badly. And therefore she must know a lot about Joe as an individual.

The techniques for learning about Joe can be acquired. Dr. Prescott points to the results of a four-year programme in 14 school systems for in-service teacher training in child development.

"Hardly a vestige of our work is left in 13 of those systems. In only one was the programme successful." Why that one programme bore fruit where the others collapsed makes an eye-opening story.

The story began seven years ago, when the Commissioner on Teacher Education set up by the American Council on Education began to work on improving the education of teachers. One of the Commission's agencies was the Division of Child Development and Teacher Personnel, with headquarters at the University of Chicago. This division gathered the research findings of many sciences on the growth, learning, behaviour, and adjustment of children and set up a document centre for this material. Schoolmen studied the available data, conferred with scientists, and developed sets of scientific principles to describe and explain human development and behaviour.

In the 14 co-operating school systems the child development information was passed on to teachers through lectures and systematic study programmes led by experts. After the training, the teachers, in effect, said, "This is very interesting. So what? It doesn't help me with my classroom problems."

But in one school system the teachers decided that each wanted to study an individual child intensively over one or two years. Out of the results of the successful experience of those teachers the Division (in 1943 it became the University of Chicago's Committee on Human Development) worked out a programme which now involves 6,000 teachers in 20 school systems.



### Five Paths To Understanding

The child study programmes have five essential parts: (1) Direct study of children; (2) Consultant service from the Institute for Child Study to the local group; (3) Special training of leaders of local groups and regular meetings during the year; (4) Local two-week workshops for leaders and teachers, and (5) A six to nine-week workshop in human development and child study at the University of Chicago or the University of Maryland.

Each teacher who volunteers for the programme is told to select a child in whom she is interested. She is urged not to select her worst problem. The teacher we are calling Miss Smith selected Joe. She was told to gather all the information about Joe that seemed important. Her information would come from four sources: The school records, other teachers, a visit to Joe's home, her own observations of Joe.

"Few teachers in the United States use school records," says Dr. Prescott, "except to look at marks, the least valuable of what's there."

Miss Smith got information from the records about Joe's family, his physical growth, his realized intelligence in terms of test results, and so on. From other teachers who were teaching Joe or had taught him in the past she asked not for evaluations but for anecdotes, for stories of characteristic ways in which Joe acted, things he said and did in notable classroom situations. She discovered that when teachers were asked to tell stories instead of to pass judgments they did a fine job of remembering details.

### A Look At Joe's Home

To Joe's mother Miss Smith said: "I'm Joe's teacher and I'm very much interested in him." Delighted at teacher's interest in her son, Joe's mother was co-operative. She told her troubles. "Joe's kind of slow and he's always in mischief." Miss Smith tried to understand the "climate of affection" in which Joe lived.

Miss Smith took a good look at Joe's home and neighbourhood, re-

membering that every word Joe heard or used in the classroom had meaning for him in terms of the home and neighbourhood where he was growing up. The same words in terms of Miss Smith's own environment might mean something very different.

Back at the school Miss Smith wrote down what she had seen, recorded her conversation with Joe's mother, noted that Joe was the oldest in a family of five, that his mother took in washing. Miss Smith tried hard not to evaluate or pass judgment. She knew the records would be valuable in proportion to how objective and specific her observations were.

Miss Smith added to her notes her observations of Joe on the playground, in the halls, in the cafeteria. She recorded significant or telling incidents.

Every other week Miss Smith met for two hours with 12 other teachers in the programme. Other schools have as few as 10 but never more than 18 in each child study group. Miss Smith read her anecdotes presented her information to the other teachers. The whole group tried to figure Joe out. The other teachers presented their materials, too. Each teacher thus studied as many children as there were teachers in the group. A strict code of secrecy about the information the group gathered was observed.

After three years closely observing three children, Miss Smith will find it easier to "figure" all her children. She will know what data she needs to get about her "problem" children and how to get the information. She will not be expected to do psychiatric case work—the serious problems that are beyond her, she will refer to experts. But she will never again label the rebellious and aggressive Joes "bad," the withdrawn and daydreaming Joes "lazy." She will look for causes and try to understand and help.

### Children Are Happier

"Eighty per cent of the teachers who've worked with us say they and their children are happier," says Dr.





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Prescott. He adds that the teachers are actually saving time—they spend fewer hours in wasted effort, in disciplining and nagging, in straightening out classroom situations sparked by “bad” boys.

The Committee is getting proof of this. Dr. Prescott tells of a Philadelphia school where the principal tabulates each year the white slips children must carry with them when they are sent to the office. The slip tells the child’s misdemeanor, the time, and includes the teacher’s signature. Last year he discovered that certain teachers had sent 30 per cent fewer slips than in the previous four years. In listing the names of these teachers he discovered that they were exactly those engaged in the child study programme.

“Principals and supervisors tell our teachers what to do, and they do as they’re told, and then we blame them for poor results and assume they’re not bright enough to do better,” says Dr. Prescott. “Teachers have a right to be peeved. But we find, if we teach them the skills they need, they can figure out for themselves how to do the job.”

“Understanding individual children in this way may sound like an impossible task. But the good teachers have always done it. With the properly developed techniques about two-thirds of the teachers now in service can be made effective at it. Most of the others can be significantly influenced. About one in five you just can’t do anything for. They won’t deal with children on the basis of understanding. They insist on dealing with them on the basis of techniques alone.”

All teachers in the programme have entered it voluntarily. They are all willing to give up several hours a week and parts of their vacations to the work. And all feel renewed enthusiasm about their profession and its possibilities. Dr. Prescott tells of a sixty-eight-year-old first grade teacher who was supposed to retire but became so interested in the work she stayed on till she was seventy. At

the end of a year’s study of twin boys in her room she said, “That’s the happiest year of my life and my whole teaching. If I could only have known this forty years ago.”

The story told here is based on an interview granted by Dr. Prescott to a staff writer of Rural Editorial Service for the State and Provincial education journals.

Dr. Prescott, director of the Institute for Child Study of the University of Maryland, is working with Maryland teachers and administrators in a statewide programme of child study. Until recently he was professor of education at the University of Chicago. He is conducting field service programmes of child study in New York, Pennsylvania, South Carolina, Ohio, Georgia, Louisiana, Texas, and Washington, D.C.

Social note in the Bethesda, Md., *Journal*: “The foursome took in a number of shows and enjoyed the gal life of the city.”

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### **It's Mutual Aid**

Through the pages of history we find that man has consistently employed this technique of mutual aid to combat and eliminate undesirable practices of an exploitive nature. Also, in the absence of certain services in a community people have invariably resorted to the process of pooling their efforts, for it was and is a recognized fact that "in unity there is strength."

The world-wide Credit Union movement, now over a hundred years old, has through this process of mutual aid taught millions to help themselves which in turn has helped to build the morale of those within the movement and so has contributed largely to the development of a social consciousness so essential in the building of good communities.

### **Origin In America**

The first Credit Union in America was organized among French Canadians at Levis, near Quebec, in 1900 by Alphonse Desjardins, a Canadian journalist. The Quebec Credit Union movement has developed to such proportions that in many communities it is the financial arm of practically all the people's needs in the field of credit and savings.

### **They're Saving Millions**

In Manitoba the Credit Union movement had its beginning in 1936 in the small community of St. Malo. Today there are 115 active Credit

# *Credit*

*By D. G. REIMER, President, The Credit Union of Manitoba, Teacher and Educational Director of C*

LET US REMIND YOU! It matters little how many Credit Unions, unless you discuss it in your Local Convention. The policies of The Manitoba Teachers' Conference which considers the resolutions s

Unions in the province with total savings exceeding four million dollars against a membership of approximately 26,000.

The Credit Unions of Manitoba are associations of people who, already united by some common bond, have organized a Society for the purpose of building up a fund with their own savings to be used for making short-term loans at reasonable interest rates to members of the group. The Manitoba laws provide that such groups may be organized among the employees of a business firm, or among the members of a church, a professional organization, a lodge, a college faculty or a rural community.

### **How Credit Unions Operate**

The Credit Unions operate with the rule of one vote for each member, no matter how many shares a member holds. Every member must subscribe to at least one five dollar share. The shares are generally built up by regular and systematic saving practices of the members. Funds, deposited by members, may be withdrawn as from a bank. Loans made to members are repaid by means of regular monthly payments. The accounts of a Credit Union are carefully examined annually by the Credit Union Supervisor of the Provincial Government, and the organization itself makes annual reports to its members on the occasion of an annual meeting.

A Credit Union operates through a board of directors, a credit committee



# Unions

*Union Federation of Manitoba, formerly a Co-operatives for Southern Manitoba.*

informative this article or how useful Credit and put resolutions through the Fall Con- chers' Society are determined by the Easter bmitted by Locals and District Associations.

and a supervisory committee chosen by and from the members in elections at their annual meetings. The directors choose the officers from their own number. The credit committee passes on all loans made. The supervisory committee of three checks the books of the Association every three months.

## Five Million People Save \$900 Million

Credit Unions can no longer be called an idealistic experiment; they have come of age, and have proven a practical means by which men can better their own lives and those of their fellow men, by dint of their own efforts. Credit Unions are helping millions throughout the world. It is difficult to comprehend such figures as hundreds of thousands of Credit Unions, membership in the millions and the money thus controlled by the people—in the billions. On the North American continent alone there are over 12,000 credit Unions with five million people having combined savings of 900 million dollars.

## Additional Services

These 12,000 Credit Unions have in turn banded together through their state and provincial leagues and formed the Credit Union National Association, often referred to as CUNA. Through this organization the North American Credit Unions have made additional services available to their members in the field of life insurance and loan protection. It is the firm belief of the movement that "the

debt shall die with the debtor" and consequently it has developed the loan protection programme which insures all loans made by members with no additional expense to the borrower. The life savings programme in turn provides a powerful incentive for thrift. Under the plan a Credit Union insures the life of every member up to 70 in an amount based on the savings of a member. Up to 55 the savings are matched dollar for dollar. Thereafter the coverage decreases according to the age of the member. With savings of \$1,000.00, and in the event of death before age 55, a member's beneficiary will receive an additional \$1,000.00.

Of the 115 Credit Unions operating in Manitoba, 27 are located in Winnipeg while the other 88 are rural community groups. Fourteen of the 27 Winnipeg Credit Unions are employee groups of industrial firms. To date the movement in Manitoba enjoys no Credit Unions of professional people, although considerable interest has been expressed by various professions.

In the U.S.A. the National Education Association Department of Classroom Teachers and the N.E.A. Research Division have given much leadership in the development of Credit Unions amongst American teacher groups. In the state of New Jersey, as early as 1939, there were 28 teacher Credit Unions serving 9,000 teachers with assets of over a million dollars. In all there are 600 Credit Unions among teachers in the United States. It is anticipated that in the next few years this number will be doubled.

## No Failures

The Nebraska State Teachers' Association has conducted periodic surveys to determine to what extent teacher Credit Unions operate success-



fully. In one of these surveys the replies to the questionnaire sent to some 20 states revealed that all teacher Credit Unions within these states had been most successful. No failures were reported. The survey further revealed that loans made by members of the teaching profession were for a variety of purposes such as general living expenses, consolidation of bills, doctor bills and operations, summer school expenses, home repairs, funerals, births, weddings, paying for college expenses of sons and daughters, taxes, insurance premiums, automobile financing, etc.

### It Could Help You, Too!

For a number of years the National Education Association of the U.S.A. has been interested in the economic welfare of teachers. Its salary surveys produced biannually have built up a body of data that merited the appointment of a special committee on Credit Unions in 1937.

The purposes of the committee as re-stated in 1944-45 are:

1. To help the officers of the National Education Association and its departments to develop an active interest in the teacher Credit Union movement.

2. To keep the teaching profession continuously informed as to the need for, and the value of Credit Unions.

3. To help the members of Teacher Credit Unions to make efficient use of the facilities and resources available to them.

4. Ultimately—to make available Credit Union service to every school employee in the United States.

Among the American teachers "the Credit Union is a friendly, useful service par excellence. It extends a helping hand in emergencies; it supports the urge for advance of professional training; it builds cultural and social interest and provides opportunities for practicing democracy." It could do as much for the teachers of Manitoba.

*(Write us now for pamphlets on Credit Unions.—Ass't. Ed.)*



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## School For Parents

### Radio Series

This worthwhile series will be heard over the CBC National network on the Thursday afternoons of November and December, 1949. The topics of this year's School for Parents is "How to Guide Teen Ageds." The titles of the talks are as follows:

- Nov. 3—To Count for Something.
- Nov. 10—To Make Decisions.
- Nov. 17—To Hold Friends.
- Nov. 24—To Plan Marriage.
- Dec. 1—To Gain Independence.
- Dec. 8—To Enjoy Recreation.
- Dec. 15—To Choose a Career.
- Dec. 22—To Acquire Health Habits.
- Dec. 29—To Find a Life Purpose.

All the talks except that of December 22, which will be given by a health authority, will be given by Dr. S. R. Laycock, Dean of Education of the University of Saskatchewan.

While teachers cannot listen to these talks, they can make them known to parents. Teachers' problems will only be solved in proportion as parents do better "homework" in the kind of children they send to school and in their better understanding of how to guide the development of children and adolescents.

The little girl who was asked whether her sister had begun taking piano lessons, replied: "She's taking something on the piano, but I can't tell yet whether it's music or typewriting."

—Arkansas Methodist.

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## Learn To Live

*From the Rotary Whizz*

In 1923 a very important meeting was held at the Edgewater Beach Hotel in Chicago. Attending the meeting were ten of the world's most successful financiers. Those present were:

1. The president of the largest independent steel company;
2. The president of the National City Bank;
3. The president of the largest utility company;
4. The president of the largest gas company;
5. The greatest wheat speculator;
6. The president of the New York Stock Exchange;
7. A member of the president's cabinet;
8. The greatest "bear" in Wall Street;
9. The head of the world's greatest monopoly;
10. The president of the Bank of International Settlements.

Twenty-five years later, let's see where those men are:

The president of the largest independent steel company, Charles Schwab, *died a bankrupt and lived on borrowed money for five years before his death.*

The president of the great utility company, Samuel Insull, *died a fugitive from justice and penniless in a foreign land.*

The president of the largest gas company, Howard Hopson, *is now insane.*

The greatest wheat speculator, Arthur Cotton, *died abroad, insolvent.*

The president of the New York Stock Exchange, Richard Whitney, *was recently released from Sing Sing penitentiary.*

The member of the President's cabinet, Albert Fall, *was pardoned from prison so he could die at home.*

The greatest "bear" in Wall Street, Jesse Livermore, *died a suicide.*

The head of the greatest monopoly, Ivor Krueger, *died a suicide.*

## Mere Musings

RADNOR PARK

The rush and bustle of our ultra-modern life has resulted in a marked decline in the practice of meditation. We don't take time to think things through. Some of our colleagues remark that it isn't a matter of not *taking* time, there just isn't *enough* time. It's the same thing. Out of the twenty-four hours everyone has *some* time that he could take out for thought, spending just a few minutes each day to consider—just to consider.

When the busy teacher has brought himself into the proper frame of mind, or he may be a layman—they also have frames of mind—he could well meditate upon the following basic facts, the truth of which should be self-evident, but which is too often forgotten, if it were ever understood. The propositions are:

1. You cannot bring about prosperity by skimping on Education.
2. You cannot strengthen the weak by weakening the strong.
3. You cannot help small men by cutting the teacher down to your own size.
4. You cannot help the poor by eliminating the rich.
5. You cannot elevate the pupil by pulling down the teacher. (You probably skipped this one in Number 3.)
6. You cannot keep out of trouble by spending more than your income.
7. You cannot further the brotherhood of man by inciting class or racial hatred.
8. You cannot establish sound security on borrowed money.
9. You cannot avoid blushing with shame when you accept your salary schedule, your cost-of-living bonus and then write yourself out of professional membership in the only Society that will ever do anything for you. (Someone will surely put this one on your desk.)
10. You cannot help men permanently by doing for them what they could and should do for themselves.





## Wit and Humour



Will Rogers and Percy Hammond once argued about the proper way to eat soup.

"Tipping the plate away from you is etiquette," said Hammond.

"That ain't etiquette," Rogers said, "that's protection."

Dowager—Who was your mother before she was married?

Debutante—I didn't have a mother before she was married.

False friends are like our shadow . . . keeping close to us while we walk in the sun . . . leaving us when we cross into the shade.

Mother: "What was that noise?"

Bobby: "I was playing bridge with little Robespierre."

Mother: "Playing bridge?"

Bobby: "Yeah, I stretched him between two chairs and walked across him."  
—N. O. Riders' Digest.

She—Did anyone ever tell you how wonderful you are?

He—No, I don't think anyone ever did.

She—Then I would like to know where you got the idea.

Our son David, age four-and-a-half, was busy in the living room building with odd-shaped blocks and string. His sister Dianne, age three, and her friend were playing in a bedroom just off the living room.

For some time they had coaxed David to play house with them. Finally, in exasperation he said: "All right, Dianne, you're the mother; Vicki you're the little girl; I'm the Dad. The bedroom is our house. Now, I'm going to work."

Wife—Do you see those men staring at that girl boarding the bus?

Husband—What men?

A lawyer's secretary, billing a client with whom her boss had had many long conferences, issued this statement: "Bull rendered—\$50."

—Contributed by J. Latza.

Teacher—What are you crying for, Bobby?

Bobby—You told me to stand in the corner for the present, and you haven't given me the present.

Six-year-old Jane was trying to monopolize the conversation while there were guests present. Finally tiring of it, her mother turned to her and inquired: "Dear, why do you talk so much?"

Jane looked up innocently and replied: "Because I don't know any big words and I have to use lots and lots of little ones to make up for it."

—Times-Picayune New Orleans States Magazine.


My thirteen-year-old son and a group of his boy and girl friends were playing that they were on the radio Court of Domestic Relations program and my son was playing the part of the judge.

One little girl came up and asked: "Mr. X, I have been married a month and I told my six-year-old son if he should shine his shoes I would give him a piece of cake. He pointed to the largest of several pieces on the table for his reward. I remarked, "You're asking a big piece for a little job."


He calmly answered, "Well—it's a big job when you don't have much experience."  
—ANNA MITCHELL.






## DISCIPLINE


The kids a hundred years ago were  
taught their tasks by rule   
"We lick 'em and we larn 'em" was the motto

of the school.  The dreary  
path to knowledge for young 'uns , smart or  
dumb  was emphasized at

either end of their curriculum.   
But should the teacher try today a mild

reproof or two  psychologists  
writhe in dismay and twenty parents sue.

 Psychiatry and guidance  
have banished every blow.  But

sometimes teachers wish they'd lived a  
hundred years ago. 



# *School Districts*

## WHERE SCHEDULES ARE PAID

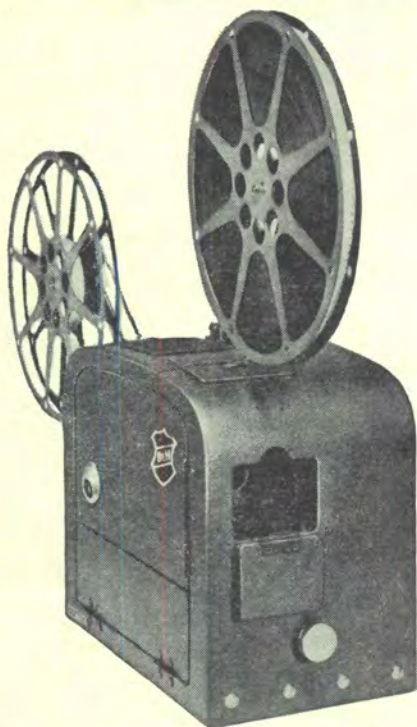
Members of The Manitoba Teachers' Society should know what schedules are and where they are being paid.

The following is a list of the school districts in Manitoba where schedules are effective, corrected to August 17th, 1949:

Acland	Kupczanko West	St. Boniface
Arbakka	Lafortune	St. Elizabeth
Arnaud	Langevin	St. James
Aux Marais	Langside	Stuartburn
Baskerville	Lonesand	St. Jean Baptiste Centre
Beausejour	Lord Roberts	(Girls)
Beckett	Lowe Farm	St. Jean Baptiste du Lac
Birchlawn	Lukowce	St. Jean East
Bradley	Lyman Centre	St. Jean West
Brandon	Mazeppa	St. Jean North
Brooklands	Menisino	St. Joseph
Burns	Minnedosa	St. Martin
Carlowrie	North Kildonan	St. Pie
Dauphin School Area No. 1	North Star	St. Vital
Dominion City	Norwood	South Junction
East Kildonan	Overstone	Steinbach
Emerson	Pine Creek	Sunbeam
Empress	Pine Valley	Sundown
Evergreen	Plankey Plains	Tache
Fillion	Portage la Prairie	The Pas
Fort Garry	Prawda	Timlick
Franko	Purple Bank	Tolstoi
Golden Branch	Rathwell	Tolstoi No. 2
Goose Lake	Ridgeland	Transcona
Grandin	Ridgeville	Two Points
Grenier	River Ranch	Virden
Greenridge	Sandilands	Vassar
Green Valley	Senkiw	West Kildonan
Hardy	Shewchenko	Whitemouth Lake
Hungarian	Solway	Winnipeg
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# A "MILLINERY" SECRET

By an ex-teacher who is now an insurance authority.

It is well that our High School and College graduates should have a good grounding in Mathematics, English and the history of their country. A knowledge of these basic subjects enables one to earn a living, to make some contribution to society, and to enjoy life to a greater degree than he could without this knowledge.

But one very practical piece of information is very seldom given to the students—information that would be of real dollars-and-cents value to them in their first two months of employment after graduation, and for many years afterward. This lack is in the field of Life Insurance.

The writer has been prompted to write this article by an examination of the currently-used text books which do not supply adequate information concerning the types and cost of life insurance available to the public.

Within the first six weeks of commencing their first job—if not within the first six days—young folk are approached by half a dozen life insurance salesmen. And if they successfully stave off the first three, they will likely buy from the fourth to protect themselves against the fifth and his successors.

What do these high-pressure gentlemen offer to our young people? Pension plans, endowment and similar high-premium policies, at rates that appear feasible to optimistic young folk at the time of receiving their first pay-check. It is not uncommon to find girls 18-20 years of age paying from \$45.00 to \$60.00 per year for a \$1,000 policy, having admitted to some suave salesman that they would like to make some provision for Dad and Mother if anything happened, and at the same time to establish a systematic savings account for themselves. Mr. Salesman explains that a 15 or 20-year Endowment will do both. Miss Victim signs up for a commitment which she later has sincere

cause to regret. The cost of living, even for a girl with no dependents, is higher than she thought it would be and there is usually no way in which she can scale down that high premium, paying only the protection cost if the savings portion cannot be provided. The percentage of these policies that lapse is appalling. There is usually no cash return to the victim if the policy is lapsed in less than three years.

Where lies the fault? It can be traced right back to our public schools where the texts deal most briefly and inadequately with life insurance. Many of the teachers know only what the book tells them or what they were told by their insurance man when he sold them endowment insurance. The texts list only three types of policies—Ordinary Life, Twenty-Pay Life and Endowment. It is seldom pointed out—or even suggested—that there is such a plan as Term insurance with rates as low as \$5.00 per thousand. Term Insurance is like fire insurance in which protection is provided at lowest cost over a given period (term) of years. This is one of the facts of life which they are entitled to know but it is a fact which is not given out by one insurance man in a hundred. Why? Neither the insurance agent nor the company he represents would make one quarter as much profit if the public knew this. And so it remains a "millinery secret"—he keeps it under his hat.

Not all Term Insurance is desirable nor advisable. To satisfy, it should meet the following requirements:

- (a) It must be renewable to age 65, or have a level premium to age 65 to provide protection at low cost for the period it will be needed.
- (b) It must contain settlement options to guarantee the beneficiary maximum returns with security of principal.



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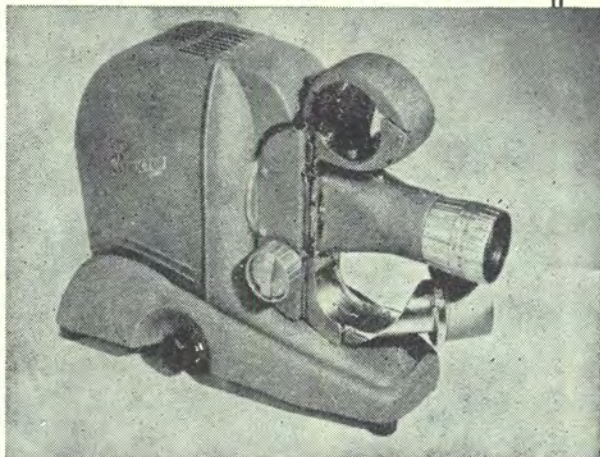
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New, adjustable aperture assembly gives any size frame from single- to double-frame, with intermediate positions. Quick changeover from filmstrips to 2"x2" slides and vice versa.

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- (c) It must give the insured the right to deposit surplus money in good times to take care of premiums in bad times.

One is well advised to "shop around" before buying insurance—and to keep shopping until he finds some Term Insurance that meets all these requirements.

The Life Underwriters have recently published a booklet designed to discredit Term Insurance, but it is noticeable that in this volume no attempt is made to defend the high-premium plans (Twenty-pay, Endowment and Pension Plans). Even Ordinary Life suffers slightly by comparison; this in spite of the fact that the Term rates quoted are not nearly the lowest available at the chosen age. Are the Life Underwriters responsible for the withholding of the facts of life (insurance) from our high school students? Must our young folk be forced to learn from painful and costly experience simply because the powers that be have not ruled "Let there be light"?

Teach them the facts about Term Insurance, for their own good and for the good of their parents.

---

## Parents and Teachers as Partners

People enter into a partnership, any kind of a partnership—(1) because they have a common goal or objective, (2) so they can pool their resources, and (3) in order to accomplish more together than they could separately. The partners supplement each other.

Parents and teachers have a common goal—the best possible all-around development of each child. Among the resources of the parents are health, affection, and interest in the children before and after birth. They concentrate time and effort on only a few children. High home standards and good parental example are additional resources. Frequently parents have

little or no education and training in parenthood; much of their learning as parents is "on the job."

The training teachers have for their jobs is a resource upon which parents can draw. Many of the school techniques may be applied at home. Teachers have other resources. They see the child as part of a group, they are more objective than parents can be. The real partnership between parent and teacher begins when the child enters school. Each has his own responsibility which cannot be carried out by the other. But, what is done by one, can be supported and implemented by the other. More can be achieved working together than either could achieve working separately.

Parents need to understand the school, the teacher, what is being taught and how it is being taught. If partners are to pool their resources in achieving their goal, there must be mutual respect and understanding between them. This does indeed mean that parents and teachers must **know one another**.

The teachers need to know the parents to know their home conditions, their relationships with the children, their attitudes toward education. Parents must feel welcome at school; teachers must take care that they understand what they see when they visit there. There are many things about the school plans and problems that can and should be discussed with parents.

Parents and teachers are partners—whether they wish it or not. How effective this partnership is depends upon the common understanding of their goal, upon the resources each brings into the partnership, and upon the way they pool these resources to strengthen the contribution of each. Let us have more parents talking about "our" schools; let us have more teachers talking about "our" children.

---

The "U.S. Government Advertiser" lists: "6,000 lovercoats."



## Teachers Travel

# FOR PROFESSIONAL GROWTH

By FRANK W. HUBBARD, *Director NEA Research Division*  
and

VIRGINIA STEPHENSON, *Chief, Educational Research Service*

Many teachers with a yen to travel are receiving the green light. Local school systems and state departments of education are beginning to recognize the professional-growth value of travel. Some colleges and universities are even conducting tours for which they give academic credit. This new attitude toward travel does not mean that a teacher should spend a summer rushing around the world just to come up with several professional-growth credits. The kind of travel for which credit is given is *Planned Travel*. It offers real experiences which, when applied in the classroom, will increase the teacher's effectiveness.

Last summer, 82 per cent of a group of teachers, when queried by the Department of Classroom Teachers, the Division of Travel Service and the Research Division of the National Education Association, said that they would like to go some place about every two or three summers. They listed a wide variety of places they wanted to visit, many of them expressing a desire to go to foreign countries.

### *Salary Scale Credit*

The 1946-47 salary survey of the NEA Research Division showed that a number of cities now give credit for travel as a part of salary-schedule requirements. Further details were asked of 48 cities over 30,000 in population. Thirty-four reported that professional-growth credit for advancement on the salary schedule is given for planned travel which will contribute to the cultural background and training of the teacher. Limitations as to area of travel and distance of duration of a trip are set in a number of cases. Nearly all of the cities require the teacher to submit, prior to the trip, a written statement out-

lining the proposed itinerary and benefits to be derived. Upon return, the teacher must make a report showing the educational value of the trip.

In fifteen cities, committees consisting largely of classroom teachers are responsible for the evaluation of travel experience in terms of professional-growth credit.

### *Certification Credit*

Since the whole problem of travel credit is related to state certification, the state departments of education were the next victims of a questionnaire. Forty-one states, Alaska and the Canal Zone give credit toward certification for educative travel—either directly or if presented with college credits. Credit for travel is given more often in renewing teaching certificates than in issuing initial certificates. Most of the states will accept as many travel credits as are accepted and reported by accredited colleges and universities.

Of the 198 collegiate institutions which replied to the NEA Research Division's inquiry, only 31 give academic credit for planned travel. Many of these recognize only tours sponsored and conducted under their own auspices. Some of the college-sponsored trips are designated as field trips conducted for first-hand study in specific fields, such as geography and history.

In view of the increasing number of school systems which give professional-growth credit for travel, regardless of whether or not it is college sponsored or college approved, it would seem expedient for all colleges and universities to give serious consideration to the recognition of travel for academic credit. Unless this becomes general practice in higher



institutions, more and more teachers will turn to summer trips rather than summer schools in fulfilling salary-schedule requirements.

### *Guides To Planning*

A teacher who participates in a well-planned travel tour has experiences in international, interregional, and interracial relationships which cannot help but stimulate professional growth. The objectives toward which the NEA Division of Travel Service directs its tours might well serve as guides to any institution or agency developing a program of planned tours for teachers. The NEA aims:

1. To develop travel programmes which will give the participants important educational, recreational and social experiences in the region or country visited.

2. On foreign tours, to provide means by which United States teachers and the host teachers may come together under conditions which will result in mutual respect and a better understanding of the problems, economy, traditions, and cultural patterns of each other's nation.

3. To encourage greater domestic interregional appreciation and intercultural understanding.

4. To give the greatest possible travel values at the lowest possible cost.

Information on the NEA tours and on the Research Division study may be obtained from the National Education Association, 1201-16th Street, N.W., Washington 6, D.C.

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## **Movies Do Not Help**

### **... Results of Tests Show**

Do children who attend moving pictures to an excess differ from those who indulge in this activity seldom or not at all?

In one word—no.

A research worker in education, Florence Heisler, studied 600 New York state children attending elementary and junior high school. In accordance with traditional research techniques the children were given a series of tests to determine their intelligence and evaluate their personality. They were then divided into the Movie Goers and the Non-Movie Goers, and given the Stanford achievement test. The author explains the results in these words:

"One would think that moving picture attendance would help increase the child's vocabulary; give an added number of concepts and as a result improve the reading; help with language development; and increase the child's information in literature, social studies, and science. This study shows that this is not true. In fact many of the achievement means (test scores) of the Movie Goers were lower than those of the Non-Movie Goers.

"One or more of the following statements may be an explanation for this. First, many of the facts learned by the Movie Goers may not have appeared in the achievement battery. Second, movie-going children may have missed or forgotten historical or geographical facts because the plot of the picture overshadowed this information. Third, the children may not have been 'set' or ready to absorb the information presented. (Many experiments in psychology have shown that people learn best when they are properly motivated.) Fourth, the pictures these children saw may have been barren of any historical, geographic, or literary material."

The author did find, however, that the Movie Goers appeared to be

*(Continued on page 40)*



## BOOK REVIEWS

*Publishers are invited to submit books and magazines to the EDITOR of THE MANITOBA TEACHER, 618 MCINTYRE BLOCK, WINNIPEG, MANITOBA, for attention in these columns.*



**Practical Biology Workbook** by Sanders and Goldstein, published by Van Nostrand, 139 pp. at \$1.65, is a workbook to accompany Practical Biology. It is on the loose-leaf type, punched for rings but each leaf is perforated. As the publishers state, it "is a combination notebook, homework book, laboratory manual, and suggestion book." The planning suggestions are extremely valuable to the busy teacher. Can recommend it.—P.R.

\* \* \*

**The Field of Honour** by Archer Wallace, published by the Ryerson Press, Toronto, 221 pp. at \$2.00, is a collection of one hundred stories for boys. Some of the stories are excellent and well chosen. There are a few, however, that appear to be a trifle on the doubtful side as far as story structure is concerned and which tend to be sermons in miniature. It is too bad that they were included.—M.K.

\* \* \*

**Forest Folk** by Sir Charles G. D. Roberts, published by the Ryerson Press, Toronto, 237 pp. retailing at \$2.75, is a collection of twelve animal stories representative of the best of Roberts' art of story-telling. They are taken from *Hoof and Claw*, *The Backwoodsmen*, *Feet of the Furtive*, *Wisdom of the Wilderness*, *Neighbours Unknown* and *Kings in Exile*. They have been well selected and edited by Ethel Hume Bennett. John A. Hall's illustrations are in keeping with the text. Worth while having in the school library or as a prize for the outdoor boy or girl.—M.K.

\* \* \*

**Love** by Edith A. Anning, published by The United Church Publishing House and distributed by the Ryerson

Press, Toronto, 19 pp. retail price 50 cents. This booklet is designed for girls and boys around the ages of five, six or seven years. It consists of an inspirational exposition of the Ten Commandments and the Beatitudes, and concludes with The Lord's Prayer, Jesus' reply to the disciples' plea, "Teach us how to pray."

The seven illustrations are indicative of the importance of the points stressed by the author: Playing Fair, Obedience, The Joy of Sharing, The Babe in the Manger, Be Not Afraid, Sure and Safe and Jesus Could Not be Stopped.

Our only criticism of the booklet is that it appears to be rather highly priced at 50 cents. On the other hand if it inculcates the ideals stressed by the author it is worth much more than the sum asked.—R.P.

\* \* \*

**Arts And Crafts In Our Schools**, by C. D. Gaitskell, 62 pages with illustrations and colour plates, is published by The Ryerson Press, Toronto. Price \$1.00.

This is an exceedingly practical little book designed for the teacher who is concerned with art in a general education.

In the preface, the author, who is Director of Art for the Ontario Department of Education, explains that the book was developed over a period of four years by a process of checking and re-checking bulletins issued to 1,500 Ontario schools. Consequently, it is the most closely related to Canadian teaching conditions of any book on art that we have examined.

In the initial chapter outlining the characteristics of contemporary art education, emphasis is laid upon the provision for creativeness, the fusion of art with experience in life, and the



relation of the individual to his social group.

The chapter on the picture-making programme includes a discussion of suitable materials and practical classroom arrangements, and a description of the virtues and pitfalls of correlation with other subjects. This chapter also defines clearly the characteristics of the various stages of picture-making as the child develops through the grades. The verbal analysis of each stage is further clarified by the inclusion of wisely-selected illustrations.

An intellectual analysis of design is offered for the guidance of the teacher with suggested activities emphasizing the elements of design. The use of line, mass, space, light and shade, colours, and texture to achieve unity in variety, is much more tangible in its approach, and therefore more comprehensible, than the teaching of abstract "principles of design."

In the chapter on crafts, Dr. Gaitskill stresses the educational value of crafts through problem-solving by guided pupil-planning, and he gives criteria for selecting activities in this field which will lead to a good standard of design.

The book concludes with a very usable method and standard for appraisal of children's art.

"Arts and Crafts in Our Schools" is highly recommended as a handbook for the non-specialist teacher since the philosophy of education that it embraces is the same as that which underlies the Manitoba curriculum in arts and crafts.

It is also a valuable summing-up for those who have already done considerable thinking on the subject.—J.D.H.

\* \* \*

**The Adventures Of Alice And Albert**, by George Wain, published in Great Britain by London and Glasgow Collins Clear-Type Press and in Toronto by Longmans, Green and Company, are a series of inexpensive readers with highly entertaining stories. Albert and Alice are youngsters of the better type "comic strip" variety. They are very real and their

activities and pranks are those of the average child. The illustrations are good and in some cases highly amusing.

While it is somewhat vague as to what grades they would parallel in this country, they are nevertheless progressive and bound to appeal, and could be used to advantage for extra reading.

There are Books 1, 2, 3 and 4 of *Adventures of Albert* each selling at 18 cents each or 85 cents complete, and Books 1, 2, 3 and 4 of *Adventures of Alice* at the same price.—E.A.A.

## WINNIPEG ART GALLERY

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## SECRETARY'S CORNER

(Continued from page 8)

young teachers that there is a schedule in force in the school district and that when the contract is signed, the teacher is automatically "on schedule." That's a happy thought for any young teacher to have. It isn't quite so happy, however, when the teacher, loaded down with a contract, attempts to get a copy of the schedule. Our teachers must remember that a schedule does not exist in a vacuum, nor in someone's mind. It is either on record or it is not on record. If it is not on record and you cannot procure a copy of it, please let us know right away, for the sake of the other teacher who might be applying for your school around Christmas time.

Elsewhere in this issue we publish a list of school districts whose salary schedules are on file at Central Office. Remember, a gentleman's agreement, a pious assurance that "everything is all right" and that "we pay according to a schedule" is just so much claptrap unless an agreement has been signed or unless the school board can provide you with a copy of it, certifying that it was adopted by the board on a certain date.

### Section 106

Section 106 of the Public Schools Act, says: "No act or proceeding of a rural school corporation, which is not adopted at a regular or special meeting of the trustees, shall be valid or binding on any person affected thereby and if adopted at a regular or special meeting of the trustees not unless all the trustees were present at such a meeting or notice thereof had been given as required by this Act and at least a majority of the trustees were present at such meeting."

### Verbal Agreements of Doubtful Value

Far too much of our time was spent during the summer months endeavouring to untangle difficulties caused by various interpretations of the terms of certain verbal agreements. Let's become more business-like and have our agreements explicit. Don't agree to do

the caretaking in exchange for the teacherage and then find that you have to pay five dollars a month for the water, for the use of the linoleum and for the dishes. Know your Public School Act; know what can be charged for rent; know what you are paying for; get it in writing and stop being so angelically trusting. Above all, DON'T SIGN your reports indicating that you have been paid in full, unless you are completely satisfied that you have been so paid. You will then receive what is due to you from the government grant. We repeat here that entirely too much unnecessary investigation and attempted mediation had to be undertaken this year because of bad business methods and the breaking of verbal agreements. If you can't get an agreement in writing, you'd be well advised to steer clear of trouble while you are still free. Don't take the job. Let them get someone else. Remember what Barnum said and reflect that there's one born every minute.

### MOVIES DO NOT HELP

(Continued from page 37)

superior in personality. She cannot explain the precise reason for this, but says: "If the Movie Goers were found to be the better adjusted the explanation might be that children get along better when they are participating in the same activities as other children of their age levels . . ."

THE BULLETIN, *Milwaukee Teachers' Association*.

### PENSION REGULATIONS

By HAROLD E. MURPHY

(Continued from last month)

The following is one of eight forms required for use by teachers in applying for pensions or by pensioners in receipt of pensions. To publish them all would require too much space, but teachers may apply to Mr. J. Millard, Secretary of The Teachers' Retirement Allowances Fund Board and receive a complete set of the Amendments to the Act and Regulations of the Board, 1949.

(Continued on next page)



# TEACHERS' RETIREMENT ALLOWANCES FUND BOARD

## PROOF OF AGE

If possible a duly verified certificate of birth or baptism (containing the date of birth) should be submitted as proof.

If such a certificate cannot be secured, the Declaration hereunder by either parent of the party whose age is being proven will be considered, or if both parents are deceased, then by an older brother or sister.

If a family record has been kept and contains an entry of the date of birth in the handwriting of one of the parents, and made at or about the time of the occurrence recorded, the Declaration may be completed by a person who is acquainted with the handwriting, making exact copy of the original entry.

I, \_\_\_\_\_ of \_\_\_\_\_  
(Name of deponent in full) (Address in full)  
 \_\_\_\_\_ Province of \_\_\_\_\_; \_\_\_\_\_  
(Occupation)

and of the full age of twenty-one years, DO SOLEMNLY DECLARE (1) that I have known \_\_\_\_\_ of \_\_\_\_\_  
(Address in full)

Province of \_\_\_\_\_; \_\_\_\_\_ for the past \_\_\_\_\_ years.  
(Occupation)

(2) That I know the said party was born at \_\_\_\_\_ on the \_\_\_\_\_ day of \_\_\_\_\_ in the year one thousand \_\_\_\_\_ hundred and \_\_\_\_\_ and that my knowledge of the date of the said party's birth is based on the fact that I am said party's \_\_\_\_\_  
(Father, Mother, elder Brother or Sister)

(3) I have examined the Family Record contained in \_\_\_\_\_ which reads thus (exact copy of original entry) \_\_\_\_\_

and which I know to be in the handwriting of the <sup>Father</sup> Mother of the said party whose age is being proven.

I make the above Declaration conscientiously believing it to be true and knowing that it is of the same force and effect as if made under oath.

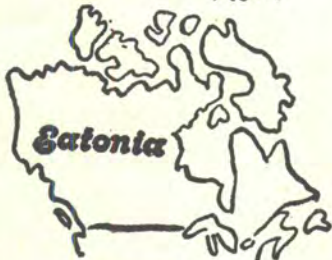
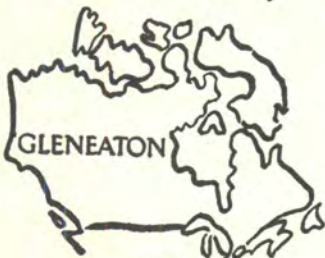
Declared and subscribed before me  
 at \_\_\_\_\_ this \_\_\_\_\_  
 day of \_\_\_\_\_ 19\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
(State Official Capacity)

} \_\_\_\_\_  
(Deponent)

N.B.—This Declaration must be made before a Notary Public, Justice of the Peace, or Commissioner authorized to administer an oath.  
 Strike out any clause which does not apply.



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# CLIP AND INSERT

MANITOBA REGULATION 25/49

A REGULATION TO REPEAL MANITOBA REGULATION 85/45, BEING REGULATION GOVERNING TEACHING CERTIFICATES AND QUALIFICATIONS UNDER "THE PUBLIC SCHOOLS ACT" AND "THE EDUCATION DEPARTMENT ACT," AND TO SUBSTITUTE THEREFOR THE FOLLOWING REGULATION:

(Filed June 7th, 1949)

## INTERPRETATION

1. In this regulation, unless the context otherwise requires,
  - (a) "Certificate" means a certificate issued by the Minister pursuant to this regulation;
  - (b) "Degree" means a degree issued by The University of Manitoba;
  - (c) "Inspector" shall have the same meaning as in the Public Schools Act;
  - (d) "Summer School Session" means a period of professional training for teachers, conducted by the Department of Education in July and August of each year;
  - (e) "Teacher" means a person holding a Manitoba certificate;
  - (f) "University" means the University of Manitoba.

## CERTIFICATES

2. Certificates of qualification, as required by the Public Schools Act, shall be as follows:
  - (a) Interim Second Class Certificate;
  - (b) Permanent Second Class Certificate;
  - (c) Permanent First Class Certificate, Grades I-IX;
  - (d) Interim First Class Certificate, Grade 'B';
  - (e) Permanent First Class Certificate, Grade 'B';
  - (f) Interim First Class Certificate, Grade 'A';
  - (g) Permanent First Class Certificate, Grade 'A';
  - (h) Interim Collegiate Certificate;
  - (i) Permanent Collegiate Certificate;
  - (j) Permanent Superior Collegiate Certificate;
  - (k) Principal's Certificate valid in continuation and one-room high school;
  - (l) Principal's Certificate valid in one-room and two-room high schools;
  - (m) Principal's Certificate valid in any secondary school.

## SPECIAL QUALIFICATIONS

3. The following qualifications shall be required of an applicant for Permanent First Class Certificate, Grades I-IX:
  - (a) hold a Permanent Second Class Certificate, as heretofore issued by the Department,
  - (b) successfully complete Grade XII English and one other of a list of Grade XII subjects as, from time to time, may be designated by the Minister, and
  - (c) successfully complete one Summer School Session.
4. (1) The following qualifications shall be required of an applicant for Interim First Class Certificate, Grade 'B':
  - (a) Grade XII Normal Entrance standing, and
  - (b) successfully complete one year's Normal School training.(2) A certificate issued pursuant to sub-section (1) shall be of no force or effect unless the holder thereof teaches in a Manitoba school during his or her first year's teaching following Normal School training.
5. The following qualifications shall be required of an applicant for Permanent First Class Certificate, Grade 'B': either
  - (a) (i) two years' teaching experience in the schools of Manitoba while holding an interim First Class Certificate, Grade 'B';
  - (ii) successfully complete two Summer School Sessions, and
  - (iii) secure the recommendation of an Inspector, or
  - (b) (i) hold a Permanent Second Class Certificate as heretofore issued by the Department;
  - (ii) complete Grade XII Normal Entrance standing.
6. The following qualifications shall be required of an applicant for an Interim First Class Certificate, Grade 'A':
  - (a) hold, or be eligible for, an Interim First Class Certificate, Grade 'B', and
  - (b) complete two subjects of second year University from a list which, from time to time, may be designated by the Minister.
7. The following qualifications shall be required of an applicant for a Permanent First Class Certificate, Grade 'A':
  - (a) hold, or be eligible for, a Permanent First Class Certificate, Grade 'B', and
  - (b) complete two subjects of second year University from a list which, from time to time, may be designated by the Minister.
8. The following qualifications shall be required of an applicant for an Interim Collegiate Certificate:
  - (a) hold a degree, and
  - (b) (i) hold a First Year Faculty of Education Diploma from the University or its equivalent, or
  - (ii) hold a Permanent First Class Certificate, Grade 'A' or Grade 'B'.



9. The following qualifications shall be required of an applicant for a Permanent Collegiate Certificate: either
  - (a) (i) hold an Interim Collegiate Certificate issued pursuant to subparagraph (i) of paragraph (b) of section 8;
  - (ii) two years' teaching experience in the secondary schools of Manitoba while holding such certificate, and
  - (iii) complete one course leading to the degree of Bachelor of Education at the University, from a list which, from time to time, may be designated by the Minister, and either one additional course leading to the degree of bachelor of Education at the University, or one Summer School Session; or
  - (b) (i) hold Interim Collegiate Certificate issued pursuant to subparagraph (ii) of paragraph (b) of section 8, and
  - (ii) two years' teaching experience in the secondary schools of Manitoba while holding such certificate, and
  - (iii) complete one course leading to the degree of Bachelor of Education at the University.
10. The following qualifications shall be required of an applicant for Permanent Superior Collegiate Certificate:
  - (a) hold, or be eligible for, Permanent Collegiate Certificate, and
  - (b) hold a degree in the Honours Course.
11. The following qualifications shall be required of an applicant for Principal's Certificate valid in continuation and one-room high schools:
  - (a) hold Permanent First Class Certificate, Grade 'B', or
  - (b) hold Permanent First Class Certificate, Grade 'A'.
12. The following qualifications shall be required of an applicant for a Principal's Certificate valid in one-room or two-room high schools:
  - (a) hold a Permanent Collegiate Certificate, and
  - (b) have at least two years' teaching experience as Assistant in a high school, or as Principal of a one-room high school or a continuation school.
13. The following qualifications shall be required of an applicant for a Principal's Certificate valid in any secondary school:
  - (a) hold a Permanent Collegiate Certificate,
  - (b) have at least three years' teaching experience in a junior high school or high school.

#### GENERAL QUALIFICATIONS

14. (1) In addition to the preceding special qualifications, an applicant
  - (a) must be a British or Canadian subject,
  - (b) must take and subscribe an oath of allegiance,
  - (c) shall have attained the age of eighteen years, and
  - (d) must furnish evidence showing that he or she has the necessary aptitude and is mentally and physically fit to teach.
- (2) Notwithstanding the provisions of sub-section (1) hereof, the Minister, at his discretion, may grant a temporary certificate to an applicant who is not a British or Canadian subject, provided such applicant agrees to apply for Canadian citizenship as soon as he or she meets the necessary requirements.

#### ENTITLEMENT

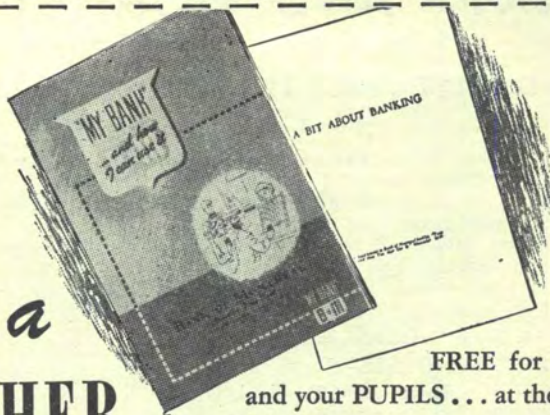
15. A person holding
  - (a) (i) Interim or Permanent Second Class Certificate,
  - (ii) Permanent First Class Certificate, Grades I-IX, or
  - (iii) Interim or Permanent First Class Certificate, Grade 'B' is entitled to teach in any elementary or junior high school;
  - (b) Interim or Permanent First Class Certificate, Grade 'A', is entitled to teach in any elementary or junior high school, and to be Assistant in a two room high school;
  - (c) (i) Interim or Permanent Collegiate Certificate, or
  - (ii) Permanent Superior Collegiate Certificate is entitled to teach in any elementary, junior high or secondary school, provided that the holder of an Interim Collegiate Certificate issued pursuant to subparagraph (ii) of paragraph (b) of section 8, may accept the principalship of a one or two-room high school;
  - (d) Principal's Certificate is entitled to accept the principalship of the type of school designated in the title of certificate.

#### GENERAL

16. The Minister may
  - (a) vary the qualifications required for any certificate;
  - (b) renew existing certificates.
17. The Minister may establish and issue other classes and grades of certificates in special subjects where circumstances of same require.
18. The equivalent of any qualification required by this regulation may be accepted in lieu thereof.
19. No teacher may apply for enrolment in a Summer School Session until he or she has completed at least one year's teaching in Manitoba following Normal School or Faculty of Education training.
20. An Interim Certificate shall be valid for a period of not more than three years, provided that in the event of the holder thereof completing one-half of the course prescribed for permanent certificate, the said Interim Certificate may be renewed for such period as the Minister may designate.
21. Manitoba Regulation 85/45, being Regulation governing teaching certificates, is repealed, and this Regulation shall be deemed to have been substituted therefor.



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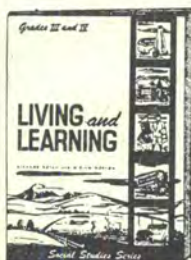
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### ATTENTION TEACHERS!

While in the past this Company issued a fire floater policy specially prepared for teachers, we are now pleased to announce that in addition to this particular policy, the following protection can be obtained under one contract:

**Fire, Lightning, Explosion, Smoke, Hail, Cyclone,  
Tornado, Flood, Windstorm, Earthquake, Burglary,  
Robbery, Theft, or Larceny or attempt thereat, and  
covered anywhere in the Dominion of Canada.**

The rate for this broadened cover is \$1.50 per hundred for three years, with a minimum premium of \$15.00.

For further details apply to:

**A. H. Thorpe, General Manager**

**Portage la Prairie Mutual Insurance Co.**  
PORTAGE LA PRAIRIE, MANITOBA