



Free — till September

The Manitoba Teacher

**May-June
1952**



The Manitoba Teacher

OFFICIAL ORGAN OF THE MANITOBA TEACHERS' SOCIETY

Vol. 31, No. 1

May-June, 1952

Winnipeg, Man.

Table of Contents

	Page		Page
REGULAR FEATURES		Policy in the Making— by Ralph Lloyd	
Editorial—Where Do We Go from Here?	6		24
The President's Page	9	Manitoba's Industries Forge Ahead	
The General Secretary's Corner	10		26
Film Board Releases	34	There's Nothing New in Education	
Book Reviews	42		30
Local News	44	NEWS ITEMS	
SPECIAL FEATURES		Dividends Declared	
To Dr. D. S. Woods— by T. A. McMaster	13		4
The School and the Future of Mankind—by Paul R. Hanna	14	Lady Alexander Gift Fund	
Programmes with Appeal for Home and School—by The Canadian Home and School and Parent-Teacher Associations	18		32
		Killarney Fair	
			36
		MacFarlane National Chairman	
			38
		New Travel Rates To Indies	
			41
		OTHER ITEMS	
		Cover Picture Story	
			4
		A Parent's Plea	
			21
		\$30,000,000 Is a Lot of Money!	
			22
		Four Reasons Why	
			23

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May-June Issue, 1952

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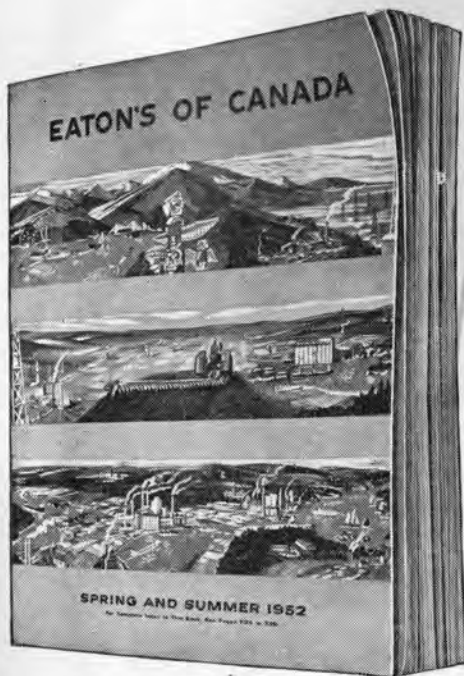
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WINNIPEG CANADA

Dividends Declared

The most tangible evidence of the progress made this year by our young prodigy, the Credit Union, was the motion made during the annual meeting held on April 14th, to declare three per cent dividends. The motion was passed unanimously upon the recommendation of the Board of Directors.

Mr. Harold Robson, chairman of the Supervisory Committee, explained to the meeting with the aid of a coloured wall diagram, the expenditures and receipts of the Credit Union.

Mr. Gendron, Treasurer-Manager, gave the report of the Treasurer which indicated that at the end of the first year's operations we had share capital valued at \$4,200, and a gross income from loans of \$200. Miss MacDonald, chairman of the Credit Committee, showed that by April 8th, 31 borrowers had repaid \$3,396.72.

Mr. J. K. MacKay, president, drew attention to the problem involved in obtaining a quorum for meetings when three of the nine members were from out of town, and urged that in future all or nearly all the Board be selected from Greater Winnipeg to ensure a directorate which could carry on successfully. Rural representation could then be secured by appointing corresponding members.

The following slate of officers was accepted by vote of the meeting: To the Board of Directors: Miss Kathleen Chapman, Miss Mary Foster and Mr. Frank Isaac; to the Credit Committee: Mr. G. Sinclair and Mr. James Cowan; to the Supervisory Committee: Mr. D. L. Cusack; as rural advisors to the Board of Directors: Mr. Peter Olchowecki, Vita; Mr. Garnet Harland, Great Falls; Mr. W. H. Walker, Souris; Mr. W. E. Rife, Waskada; Mr. H. P. Friesen, Niverville; Mr. Manuel Tanchak, Oak Bluff, and Mr. N. N. Karpiak, Valley River.



Free — till September

Cover Picture Story

Free — till September! Remember how *you* felt about that not so many years ago? Do you recall that the world was yours, that you treasured every moment of those carefree days of summer?

Remember, you say? I still feel that way about the holidays!

We hope that, as this lad lies dreaming of trout and frolics and future deeds of greatness, his thoughts sometimes turn back to exciting classroom conquests in the fields of learning, conquests made thrilling by the guidance and skill of a teacher who understood and cared for him; a teacher whose attitude could be summed up in words like these:

*If I were standing to be judged
At the Master Teacher's throne;
Where I could hear the righteous sing
and hear the sinners moan,
I'd wish no better advocate to make
a final plea
Than just a lad who'd say to Him
"He did a lot for me."*

The cover picture is by courtesy of The National Film Board, and is taken from one of its latest films, "The Son," a summary of which you will find on page 34.



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Where Do We Go From Here?

THE thirty-third annual general meeting of the Provincial Council of The Manitoba Teachers' Society has taken its rightful place among the many notable milestones that mark our progress toward top-flight professional status. Your elected representatives reviewed the work of the Society, assessed its weaknesses, and made plans to strengthen the seams where the pressure seemed to be most concentrated and confirmed many points of permanent policy that continually come up for review when resolutions are being discussed.

Your councillors re-elected the majority of your Provincial Executive. Miss Bertha Nelson, Mr. J. W. Butcher and Brother J. H. Bruns did not seek re-election, so Council thanked them for their many excellent services and elected Mr. Ross Donald, Mr. Maurice Cryderman and Mr. Leonard Floyde to help direct your destinies for the ensuing membership year. We are most grateful to the three retiring members of the Executive for their invaluable contributions. We heartily welcome the three new members, assuring them of our complete support in the solution of the many important problems that lie immediately ahead and which will merit their consideration.

Stresses and Strains.

There was a great deal more discussion at Council this year than has been usual; so much so, that at one time the programme was one-half day behind schedule. Certain social, professional and individual needs seemed to be in direct conflict. Tension arose through the efforts of Council to reconcile the opposing viewpoints. Generally, in such a super-charged emotional atmosphere, the additional arguments are used as a device to cover up the inward conflicts, or as an effort to justify mistakes or weaknesses. Not so in this case, however. The high plane of the discussion, the obvious honesty of purpose displayed by both parties to the debate and the good sportsmanship of the contending groups were something worth beholding and hearing.

A great deal of stress was placed on the importance of membership in an active Local Association in order that all teachers be given the opportunity to help achieve our objectives, that they may become interested in and assist with the work being undertaken by every committee and every organized group within the Society. When school reopens in September you may be steered into new fields of activity on the Local Association front. You may be asked to organize yourselves in a more co-ordinated and comprehensive manner than ever before. In the meantime, before you close your school and before you reopen it in September, you are invited to relax, to slow down gradually for a very necessary self-examination.

How Are You Making Out?

As a member of The Manitoba Teachers' Society, you have leadership potentialities, both in the community in which you serve and in the Society by

which you are served. Have you examined yourself recently to ascertain whether that potentiality is being developed, is being utilized, or whether it is being atrophied, wasted by sheer inert disuse?

Have you found some hobby that will help you relax, that will reduce the tension that seems to seize on those tired teacher nerves of yours around this season of the year?

Have you learned to be still, to listen to that small voice of The Master Teacher and to meditate on His teaching methods?

Have you grown professionally in the past year? Is your presence being felt in the community?

Above all, are you proud to be a teacher and proud to let folks know you are proud of being a teacher?

Wouldn't it be grand if we could all give an emphatic affirmative to all of these questions. Perhaps we shall be able to, after we get into the swing of things early in September, as soon as school reopens.

Time For Stocktaking.

In taking stock of ourselves, perhaps we should also consider the sort of life we teachers lead. Life has been defined and called all sorts of things; a dream—an empty dream, at that; a gamble; a probationary period; a vale of tears and so on.

Suppose we were to consider the life of the teacher as a business proposition and look at it from a practical, profit and loss, shrewd, commonsense point of view.

First, what can we get out of it? Only what we earn. That's all we get out of it. What we earn. There are no endowed or privileged persons in our profession. We are all workers, all labourers. Each of us can secure the maximum of satisfactory self-expression only by doing well our very important part of society's work and by being suitably paid for it. These are the two things we earn. Happiness in our task and the means to sustain that happiness.

Second, since we are in business, what is our stock-in-trade? Perhaps we had better do a little stocktaking and also a little shopping. Some of our schedules would indicate that a few of us are short on Self-Respect. Who would work for less than \$100 increment these days and who would accept a basic initial salary of less than \$1,800, \$1,900 or \$2,000 unless the remaining financial and other provisions of the schedule are worthwhile?

Some of us might wish to exchange some of the Complacency we have picked up and trade it in for Divine Discontent, which, they say, is less expensive and wears much better. "When all men smile and agree," says a modern philosopher, "Progress weeps."

We might wish to look at some samples of Tolerance which is being used for wraps this year. Someone might show us the latest samples of Negotiating Techniques—we are a little low on that. It seems to be in quite short supply.

And, by the way, we must try to match some Patience that some of our more successful colleagues seem to wear so well. Perhaps it might look equally suitable on some of the rest of us.

We might try on that new-style garment of Local Association Stalwart about which they are talking. Some of us never thought we wanted to wear it but we feel ourselves gradually coming around to it. More of us should be sporting it in the fall. Try it on for size, anyway.

We must not forget to have our sense of Humour repaired and to look for some inexpensive everyday Sense of Human Values. It's surprising how quickly one's working stock becomes depleted. Let's do more assessing and more shopping. Let's also do more Clearing through Central Office and more Collective Bargaining. We're in business—really big business, the biggest there is in Manitoba.

Plan Now For September!

In September, we shall give you a preview of the grim business ahead. We must all enter that new organizational year with our faces to the future, using precedent only as a step forward to professional perfection.

In the meantime, we would urge all Local Association officers to begin organizing right now for next fall. Clean up the unfinished business. Look over your roster and encourage your group to elect the best men and women it can to lead you next fall. There's a great deal of new ground to be covered. Let's have the names of your new officers as soon as you can, long before school closes, if possible.

Look Well To The Future!

Some of us are not going to be too happy at the end of June. Even although some of us will be going to new and better positions, we shall feel a natural pang as we clear out the desk, arrange all supplies, turn over the register and move on. All good teachers feel that pang. Perhaps we have left undone some of the things we might have done. Perhaps we have neglected opportunities for doing good to someone. Perhaps many of our great plans were unattempted and perhaps many of our attempts were uncompleted.

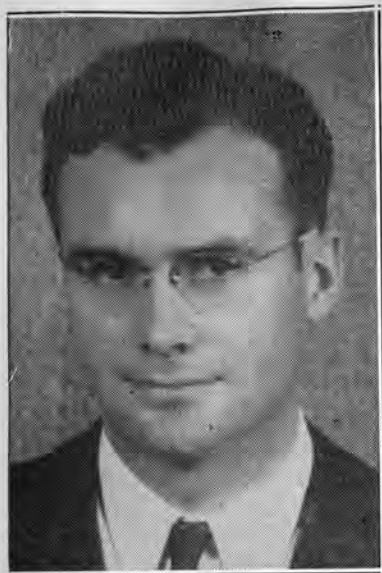
"Let us not mope!" as Clarence Kerr would say. Next term, in our business reorganization, we may choose our precedents and adapt them to suit our current professional needs. There are better ways of doing many of the things we have been attempting to do. Let's try some of them. Anyway, it's a challenge to our own ingenuity to change our mode of attack.

Until September then, relax, have fun, enjoy the weather, whatever it is. Enjoy the rain, the hail and all the rest of it. Remember what Ruskin said?

"Sunshine is delicious, rain is refreshing, wind braces up, snow is exhilarating; there is really no such thing as bad weather, only different kinds of good weather."

The joy of it is that it all lies straight ahead of you. Help yourself!

The President's Page



D. H. STEWART

THE Thirty-Third Annual Conference of The Manitoba Teachers' Society is now history. Undoubtedly it was the most lively conference for some time. But it was the type of annual meeting that characterizes a healthy and energetic society.

I accept the high honour you have conferred on me by electing me president of The Manitoba Teachers' Society with deep humility and with a profound sense of the responsibility and trust that you have placed in me. My sincerest wish is that I will be able to provide leadership worthy of the growing strength of our Society.

Upon the threshold of another year of activity for our Society we remember with pride and satisfaction the excellent achievements of the many

competent past presidents and executives. Nothing has impressed me more in the years of my association with The Manitoba Teachers' Society than the time and effort given so freely and willingly by so many busy men and women. They have been the real pillar of our organization.

The year ahead is a challenging one. Many problems must be considered which will include those pertaining to salaries, curriculum, maintenance of standards, teacher training, permittees, education finance, larger areas, shortage of teachers, pensions, etc. To this list can be added the need for local association organization and the necessity of getting more members of The Manitoba Teachers' Society to take an active part in its affairs. This leads to a consideration of the part the workshop can do in promoting the growth and success of our Society. The year ahead is a big one and many more active participants are needed to carry the heavy load.

It is my earnest hope that during this year friendly relations will continue to exist between The Manitoba Teachers' Society and Department of Education and likewise between our Society and those bodies in the province interested in the promotion of education. At the same time I trust we will pursue a policy of solidarity in our own ranks but not necessarily let blind following be our master. Continued and intelligent pursuit of right and justice is our heritage. Granted this determination, and served by our loyal office staff, we can look ahead to this year with hope and confidence.

The General Secretary's Corner



T. A. McMASTER

DUE to the rush of Easter Conference arrangements and the necessity of clearing up unfinished business, this corner will be exceedingly brief for this issue, at any rate.

Another Step Forward

The 33rd Annual Conference has had its day, two of them, as a matter of fact. Two days, in which they packed each unforgiving minute with sixty seconds' worth of business done.

Your new Executive faces a very heavy agenda in the current membership year. It will require your complete loyalty and support. Here are the ladies and gentlemen who will represent you publicly and privately until next Easter:

President, Mr. D. H. Stewart, Virden; First Vice-President, Miss Edith Miller, Winnipeg; Second Vice-

President, Mr. J. K. MacKay, West Kildonan; Treasurer, Mr. L. E. Gendron; Mr. J. A. Ashley, Rivers; Mr. H. V. Bell, Brandon; Mr. M. W. Cryderman, Starbuck; Mr. R. L. Donald, Winnipeg. Mr. H. M. Dunfield, Pine Falls; Mr. L. A. Floyd, Sanford; Miss A. MacDonald, Winnipeg; Mr. T. D. M. McKie, McGregor; Mrs. E. J. Mollard, Shoal Lake; Mr. H. G. Robson, Winnipeg; Mr. A. E. Scrase, Dauphin; Mr. N. Toews, Niverville.

Get right behind them! We'll tell you more about them in September.

Associate Members

An important point of policy was set by Provincial Council concerning associate membership. Associate members, other than retired teachers and the associate members of the Faculty of Education and Normal School Local Associations, will now be eligible for membership at an annual fee of \$5.00. This new policy will open the door to all sorts of excellent professional people who desire to associate themselves with the work of the Society. Teachers in certain private schools, colleges, Technical Institutes, teacher-training institutions and elsewhere may, on request, have their applications for associate membership considered by the Provincial Executive.

Retired teachers who were members in good standing prior to retirement may, as in previous years, become associate members on application and on payment of \$1.00 fee. This is not an annual fee, in the case of retired teachers, but one fee, a nominal one of \$1.00.

Pat on the Back

Your Council, having regard to the revision of the pension legislation, the

revision of the Public Schools Act, the increase in government grants to Education and the Department of Education's continued and increasing co-operation, adopted the following resolution unanimously:

"WHEREAS the Provincial Government has seen fit to make substantial increases in financial aid to education and to comply with other requests made by The Manitoba Teachers' Society during the recent session of the Legislature;

BE IT RESOLVED that the Provincial Council of The Manitoba Teachers' Society express its appreciation of this action on the part of the Provincial Government."

Congratulations, Mr. Justice Freedman!

Sam, we are sorry to lose you. You rendered us excellent service during the few short weeks in which we were associated. The Bench's gain is the teachers' loss. More power to you!

Suburban Situation Grim

At the time of writing, April 21st, the suburban situation is a very grim one with frustrated teachers realizing more clearly every day that they require the help of all the teachers of Manitoba in their drive for better and adequate salaries. Now that suburban teachers will no longer lose their pensions by transferring to Winnipeg let the suburbs suffer a shortage of teachers as the rural parts of Manitoba have suffered and perhaps the anxious parents would exert some pressure on their boards to do something about the situation.

The teachers have refused to accept even one red cent of what is termed "an increase of \$175" over their amended 1947 schedule. For a long time, the suburban teachers have been given the run-around. Certain of the suburban boards have been using the

Municipal and Public Utilities Board as a barrier behind which they could and did evade their responsibilities to bargain collectively with their employees.

We have good reason to believe that the Municipal and Public Utilities Board has thrown the ball right back to the boards and has taken the stand that the trustees must do their own bargaining with their teachers or else.

The "increase" was a sum agreed upon and placed in their budgets by two or three of the suburban boards, unilaterally, that is, without negotiation with the accredited representatives of the teachers. It is incredible that responsible men and women should know so little and care so little about their responsibilities as employers.

The fact that the teachers have categorically refused the "increase" should indicate to the trustees that our suburban teachers are prepared to make a considerable sacrifice for the sake of the principles they have accepted. It is the duty of all of us to support them and to be very careful that we do nothing that would weaken their case which, at present, is a mighty strong one.

Before applying for a position in the suburbs, you would be doubly advised to clear through Central Office to ascertain the current state of the negotiations. You should know the real story as to why suburban morale is at an extremely low ebb.

Keep Clearing!

Here are one or two recent additional reasons why you should clear through Central Office before applying for a position:

One young teacher, a bright young thing, teaching in her first year, was almost heartbroken when a friend advised her that her trustees had advertised for a replacement. She sought

our assistance. The situation was investigated by Her District President and reported to us in detail. Her Inspector's reports were excellent; the parents of the district were incensed at the Board's action, occasioned, we have reason to believe, because she repulsed the amorous advances of both the Chairman and the Secretary-Treasurer. You wouldn't want to teach in a district where that sort of thing is tolerated. Would you? We are not quite finished with that board.

Another district "released" its Principal, advising him that his work was satisfactory, that he was a good community leader and so on. But they absolutely refused to tell him why he had been dismissed. However, it is significant that this able man had been an active official of the Local Association, interested in reaching a collective agreement with the Board. It is significant also that the Board has gone on record as being opposed to collective bargaining with a Local Association of The Manitoba Teachers' Society. We have a copy of the letter in our files.

How could one teach Citizenship and Democratic living in a community where one's own right of citizenship and freedom of association is denied by resolution of the board, adopted unanimously? Sounds like Russia, doesn't it?

Another board hummed and hawed about the teachers' proposed schedule. They, too, were opposed to collective bargaining. It wasn't respectable. Negotiations broke down; the breach was healed; an offer was made that prevented the teachers from seeking conciliation; the teachers accepted in good faith bending over backwards to agree with the board; the board now reneges on its offer and fired the Principal when he returned from the Easter Conference. It's a very genteel community but they're going to find

it awfully difficult to get teachers—at least, good teachers.

Still another board decided that teachers' salaries are altogether too high. "Someone has to put a stop to this upward trend. It might as well be us," they agreed, with ludicrous bravado. "We'll refuse to negotiate. The teachers can't do a thing!" That's what they think! Their refusal to negotiate might well cause them a great deal more than difficulty when you, teachers, know what to expect in this community.

And so we could continue, page after page, for the remainder of this issue. You'll steer clear of these troubles if you check with Central Office before applying anywhere. Bona fide inquiries only, please. Curiosity mongers are very unwelcome. We mean business!

A Growing Team

It will interest you to know that many more boards are forming very close ties between their teachers, their community and themselves by negotiating collective agreements, together. Wherever an agreement has been so negotiated, the trustees and teachers seem to understand each other better, they see each other's point of view and the result is a manifestation of teamwork that redounds to the advantage of the community and its children. In addition, morale is extremely high and everyone is happy. We can take off our hats to the increasing numbers of our boards who realize where the trouble has been in the past and who hasten to remedy it. More power to them. Let's know how we can help. We can discharge our respective responsibilities to the children of Manitoba only when we work together. The teachers are willing. Let's get together sometime soon!

To Dr. D. S. Woods

*on the occasion of the alumni banquet
honouring him on his retirement*

By T. A. McMASTER

*They say, D.S., that from this festive day
Your thoughts will turn from work to thoughts of play;
That you'll "ease off" in everything you do.
We, somehow, can't believe that's true, of you.*

*We've known you for too many hectic years;
We've hoped your hopes and shared much of your fears,
Some of your joy, a little of your woe
While watching you make Education grow.*

*"Time marches on!" we hear the wise men say,
"And Deans, like other teachers, have their day."
Perhaps that's true, but, D.S., right tonight
Your friendly star is shining, bright as bright.*

*We laud you for the splendid work you've done,
The campaigns you have planned, the battles won;
Your pattern drawn, expanding, incomplete,
Put Education squarely on its feet.*

*You bore, alone, the torch that lit the fire,
The spark, the flame that made us all aspire
To serve, to know, to love, to guide, to teach,
To scale great heights beyond our normal reach.*

*Each teaching soul that e'er came close to thine,
The orbit of your influence benign,
Derived therefrom some subtle good, some grace,
And school from thence became a sacred place.*

*You gave our teachers Courage, greater Hope;
You gave unbounded Faith that helped us cope
With dark'ning skies, oft with unreasoning strife
And helped us ease the sick'ning ills of life.*

*And now, D.S., today we'd have you know
How much your help, your smile, that friendly glow
Throughout your lengthy, teaching pilgrimage
Makes Heaven for all a surer heritage.*

*Today we must learn not only to adjust
to change but to direct change.*

THE SCHOOL

and

The Future of Mankind

By PAUL R. HANNA

Professor of Education, Stanford University

"**E**DUKATION IS A WEAPON of progress, one of the weapons of human evolution." With these words a contemporary French scientist, Du Nouy, places the schools in the vanguard of forces that society wields to carve out the future. A few men of great wisdom through the ages have voiced the same thought. But only recently has the idea that men can deliberately use education to shape human destiny had much effect on

the programme of our schools. Despite the preaching of Plato, Aristotle, Cicero, and Quintilian that the people must consciously use education to bring about the prosperous, peaceful and just state of affairs desired, little headway was made during ancient and medieval times.

Martin Luther led the Reformation with a clear vision of the role that schools could play in social reconstruction. Although much of what Luther had to say was coloured by his religious views, he was an early leader in advocating the establishment of public education for the improvement of the society of his time. Among his many utterances on the matter, the following are clearly in agreement with Du Nouy's concept. Luther said in his Letter to the Councilmen of German Cities:

"... it will be the duty of the mayors and council to exercise the greatest care over the young... the highest welfare, safety, and power of a city consists in able, learned, wise, upright, cultivated citizens, who can secure, preserve, and utilize every treasure and advantage.

"... In all the world, even among the heathen, schoolmasters and teachers have been found necessary where a nation was to be elevated...

"Since... a city must have well-trained people... we must not wait till they grow up of themselves... Therefore, we must see to it, and spare no trouble and expense to educate and form them ourselves.

"... Still, for the establishment of the best schools everywhere, both for

About the Author

We met Paul R. Hanna at an editorial workshop in Utah this past summer and were much impressed by an address he delivered at that time. We persuaded him there to write this article for use in *The Manitoba Teacher*.

Dr. Hanna, who has been on the Stanford University faculty since 1935, is much in demand as an educational consultant, especially on curriculum problems. In 1949 he was a member of the UNESCO Educational Mission to the Philippines. Previously he had served as consultant to the National Resources Planning Board of the United States Government, the Army Specialized Training Division of its War Department, and the Government of the Panama Canal Zone. He has been a member of the Educational Advisory Committee of the W. K. Kellogg Foundation since 1943. Dr. Hanna is also widely known as editor and author of several textbooks in social studies and other fields.



No man can foresee the future clearly, but using knowledge, values, and good sense he can choose among the paths that lie ahead.

the boys and girls, this consideration is of itself sufficient; namely, that society, for the maintenance of civil order and the proper regulation of the household, needs accomplished and well-trained men and women . . ."

Knowledge Governs Ignorance

The story of Canada's progress toward a place of leadership among the nations of the free world is in essence the story of the manner in which public schools were made the chosen instrument for achieving the "Canadian Dream." Obviously, we inherited a rich continent; our early settlers possessed high ideals and the determination to match them; and we created institutions which freed men to perform great tasks. But steadily over the past century and a half we have put more and more stress on public education as the keystone in the arch of Canadian success.

Within a period of two centuries we have come through the "industrial revolution" and entered the "power age." These shifts in technology have resulted from the growth of science. One of the ideas emerging from science and technology is the concept of change. This is an exceedingly new concept. Throughout the long pre-history and history of man, so little change was observable from generation to generation that our ancestors conceived of life as changeless. But with the opening of the "Great Frontier" by Columbus and the advances in science and techniques which followed, men began to note differences that suggested to their minds the possibility that change was the universal characteristic of life.

Changing Idea of Change

The concept of change itself has gone through a series of changes. Change was at one time considered

to be the unfolding of a predetermined plan which man was not destined to preview or to influence. At another time, change was recognized to be multiple in its possibility: At any moment in a man's life, the number of directions into which change might lead were not one, but many; the specific direction into which change actually did lead was dependent upon chance.

More recently men have come to see that the human will and action have a great deal to do with subsequent events. As man stands facing numerous paths to the future, he may speculate about and weigh the relative value of moving in each of the possible directions, choose the most desirable one, then act so as to bring it about. The same is true for men as for a community; the group may wish to change some intolerable condition; the group is aware that several possible solutions are at hand and they choose; having chosen, the group then acts to accomplish the desired end.

In these notions of change, one point is most significant. In contrast to the earlier belief that change was single in direction and predetermined, or plural but wholly subject to chance, the more recent notion places change within the power of human choice and control. This subjection of change to human will, this human shaping of the future, is of greatest significance to education, as we shall demonstrate.

Education has taken its cue from the notion of change prevailing in a culture at any given time. There are three clearly observable goals of education that are associated with one or another of the concepts of change. In a static community, where change is not recognized, the educational job is that of passing on the cultural heritage. This concept is based on the belief that all possible problems have been met and solved by our ancestors, and we can accept their solutions without question. This cultural-heritage goal is justified on the assumption that the best preparation

for tomorrow can be had in a knowledge of the problems and their solutions from a yesterday which is no different from today or tomorrow. This goal for the schools works admirably when change from yesterday to tomorrow is so slight as not to affect the main current of human thought and action.

Learning to Adjust to Change

With the acceleration of change accompanying the age of geographic exploration and power technology, the objective of education has shifted to preparation for adjustment to change. If tomorrow brings new conditions for which yesterday's solutions are not wholly appropriate, then the individual and the group need to be taught how to meet and adjust to change, how to solve problems. Education during the first half of the twentieth century has given its greatest attention to developing this problem-solving ability in the individual and the group as the surest way of preparing to meet the unpredictable changes of the future. This concept of preparing people to adjust to change has probably affected educational thought and practice in our lifetime more than any other one idea.

It must be noted in passing that this adjustment-to-change objective of the school has not replaced the earlier cultural-heritage objective. Only a fool would contend that nothing in the tomorrow will have roots in or relation to the yesterday; history is a continuum, and a knowledge of the past is highly pertinent and useful in facing today and tomorrow. This second objective of adjustment to change takes its rightful place alongside the older objective in the school of today.

Learning to Direct Change

A third objective for the school is emerging, which is directly related to the third notion of change: Society can choose among the possible changes to come and thus shape the future. One of the weapons it has at hand is the school. In short, education

Are You Changing Your Address?

Please use the post card below, at no cost to you, to give us your new postal address, so that our records can be corrected during the summer.

If possible, **MAIL BEFORE JUNE 30th**; thereafter, as soon as your new address is known.

During 1950-51 and 1951-52 we made hundreds of changes in our addressograph plates, and still we get complaints from members that they are not receiving the magazine or other important communications.

TO LADIES ABOUT TO MARRY

One explanation for many duplicate addresses in our files is that when women teachers marry they give us the new name and address, but not the old one for cancellation. Please note this when filling out the card below.

TEAR ALONG THIS LINE

USE THIS CARD FOR CHANGED ADDRESS ONLY
MAIL TO CENTRAL OFFICE. NO STAMP NECESSARY
PLEASE PRINT IN BLOCK LETTERS

Name.....

New Address.....
.....

New School.....

My previous school was.....

My postal address was.....

FOR MARRIED WOMEN ONLY

My maiden name was.....

TEAR ALONG THIS LINE

Are You Moving or Marrying?

PLEASE HELP US TO HELP YOU

The biggest annual headache in central office is keeping track of teachers who change their addresses, and even their names, without letting us know. In the case of women who marry and notify us of the new name and address, but not the old, a duplicate plate is often carried in our addressograph for almost a year.

If you wish Society correspondence or *The Manitoba Teacher* for September-October to reach you at a **NEW ADDRESS**, please fill out and mail the business reply card on this page **as soon as possible**, preferably before June 30th. A **stamp is not required**.

If you expect to change your address in the next six months or so, tear out this page. **The card is good throughout 1952.**

TEAR ALONG THIS LINE

BUSINESS REPLY CARD

No Postage Stamp Necessary if Mailed in Canada

4c POSTAGE WILL BE PAID BY

THE MANITOBA TEACHERS' SOCIETY

802 PARIS BUILDING,

WINNIPEG, MANITOBA.



may be used by society to shape society, to direct change toward desired goals.

Illustrations from recent history are abundant. Denmark wished to make its agricultural practices at home and the marketing of its agricultural products abroad so efficient that prosperity would be assured for the nation. Under the leadership of Grundtvig, the Danish Folk Schools initiated an educational rebirth. Within two generations the Danish people have moved up to the top in the economic rank in standards of living.

Mexico offers another interesting example. A generation ago the Mexican people, determined to improve the conditions of the rural Indian population, organized cultural missions. These missions or teams of educators moved into rural communities, established or strengthened local schools, and set about to teach the farmers the fundamentals of reading and writing, of health and sanitation, of better child care, of improved agriculture and marketing, and of many other aspects of life.

Canadian Schools Cause Change

Illustrations in Canada are legion in number. In our own time we have used education deliberately to bring about improvement in community health and sanitation, to foster better soil conservation practices, to promote higher individual responsibility in civic welfare, and to instigate a host of changes that the community considered desirable. There is nothing new or startling in this third objective of education, which states that the community consciously uses the school to bring about a change, an improvement, in some phase of the life of the people. What we see is a gradual awakening of the people to the deep significance of this newer educational goal, and a greater insistence that along with passing on the cultural heritage and educating for adjustment to change, a third objective—use of education to shape the future—be added.

Who Shall Influence Schools?

The problem of authority becomes a serious one in this educational objective of shaping human destiny. Who shall decide the shape of things to come and write the directives for the schools? In a totalitarian state, the decisions are made by a small group of self-perpetuating elite who think and act for the people. This concept is wholly abhorrent to free peoples. For the democratic communities, the proposal is sometimes made that the teacher is to make the blueprint of the future and organize the curriculum accordingly. This proposal is equally fallacious. Often special interest groups take the initiative and decide what changes are desirable, then use the schools to accomplish their ends. Again, this notion of authority is unsound.

The true community school is an instrument, a weapon of the people—all the people—to be used in moving in directions in which consensus has been reached. No one group, no matter how well intentioned their motives, shall capture education for their "partial" purposes. Special groups and minorities have the right and the continuing obligation to state their cause for the entire community to hear, and if the cause is just, there is always the possibility that it may become the will of the majority and thus rightly a directive from the people to their community schools. On this issue of authority there must be clear thinking and consistent practice.

No man can foresee the future with assurance. But men, using history, science, values, and good sense, can distinguish among the multitude of paths leading into the tomorrows. War or peace, love or hate, freedom or slavery, force or intelligence, poverty or sufficiency, such alternatives we must choose among. And once a free people have chosen, they will increasingly use education—the community school—as a "weapon of progress, one of the weapons of human evolution."

Programmes with Appeal for Home and School

*Prepared by The Canadian Home and School and
Parent-Teacher Associations*

THE Canadian Home and School and Parent-Teacher Federation have come up with two programmes in the modern workshop style, the very kind of programme The Manitoba Teachers' Society has been developing the past three years. They are 'punchy' and alive and get at the heart of genuine problems that teachers and parents must solve and resolve.

But here's a warning. Don't try them in a school where teachers are tepid about the Home and School movement. These programmes must be planted in a sunny southern exposure.

Panel Discussions

Have a panel of two teachers, two parents and either a social worker, nurse, doctor or clergyman discuss the topic of "How a child's teacher and his parents can plan together to promote his best development." The following points and questions might be raised during the discussion.

1. In what sense are school teachers and parents partners in the development of children? Can you give instances of how a child's handling at home definitely affects not only his school work as such but his relations with his fellows and the teacher at school? What about shyness, bullying, defiance of authority, reading problems, dislike of certain school subjects? Can you also give instances where a child's problems at school cause his parents considerable concern — his progress in school work, his behaviour with his fellows, his lack of interest in extra-curricular activities, etc.? (The

panel must be warned that examples of pupils presently in the school are to be avoided.)

2. What are some of the roles in which parents cast teachers which are a barrier to joint planning? Are some parents afraid of teachers or hostile to them? If so, why? Will an understanding of how their attitudes to teachers arose help parents?

3. What are some of the roles in which teachers cast parents? Are some teachers afraid of parents or hostile to them or scornful of them? If so, where do these feelings have their origin? In childhood? In insecurity?

4. What is the best way to arrange an individual teacher-parent conference? Should the teacher say to Johnny when he misbehaves: "Tell your mother to come and see me," or should she send a curt note to the same effect? Or should she write a very friendly note saying that she likes Johnny and is very interested in him and would like to meet his mother? Why should she avoid putting Johnny's mother on the defensive? If the parent seeks the conference should she appear at the school without notice or in a belligerent mood or how should she ask for a conference? Teachers are human and naturally will be on the defensive if attacked and blamed. Would it be better for the mother to write a friendly note or telephone in a friendly way and say that Johnny talks so much about his teacher that she's anxious to meet her?

5. When the parent comes to the school for a conference why is a genuine friendly greeting on both

These techniques are not for tepid teachers.

Such programmes grow only in sunny southern exposures.

sides important? Why should the interview take place in an informal setting rather than with the teacher seated behind her desk and the parent in one of the pupil's seats? What are the implications of the statement that "we don't hit people over the head and then ask for their co-operation?"

6. Why is it important for the parent to say something nice about the teacher or the school at the start of the interview? Why is it important for the teacher to mention first of all a child's strong points? (All children have some good points.)

7. Why is it important that both the parent and the teacher really accept one another as partners in a joint planning for the child's best development?

8. Being an interested listener will help greatly. Why? Do you know about the part this plays in non-directive counselling and in psychotherapy? Is sympathetic listening a foundation for understanding? Does it release feelings and make way for co-operative planning?

9. What is the place of questioning in an interview? Is it true that people want to talk about things that are disturbing them and that they will move of their own accord to these things if they feel comfortable and well-liked?

10. How far should either of the interviewers give advice and suggestions? Do you agree with the following: "People don't actually want advice. They want support. They want a chance to explore and to talk about the things that are most urgently pressing; to gain relief and then to come to their own decisions as to what to do?"

11. Is it true that when suggestions are offered it is wise not to offer only one but rather to leave a way out?

12. How can teachers help parents by the giving of information about child development? When should they do it?

13. Should parents be encouraged to talk about intimate family matters? What are the risks involved?

14. Can you list the different kinds of data about a child which will help the teacher and parent to do their best joint planning for the youngster's development?

15. Parents want to see their child's teacher and are not usually satisfied to see the principal or counsellor. What should a principal do about this?

16. Should teachers be given time in school hours for teacher-parent interviews? If so, how can this be worked out?

Role Playing

Instead of a panel discussion try role playing. Get volunteers—a teacher and a parent in each case—to play the role of teacher and parent in the cases like the following: (Avoid actual



Role playing is fun!

Get a teacher and a parent to act out an old-fashioned interview.

problems presently occurring in the school.)

1. Get a teacher and parent to play the part of an old-fashioned teacher-parent interview where the parent comes to blame the school and the teacher is definitely on the defensive with respect to the following problem:

"Jim is eleven, in Grade IV. His report card has just come home and most of his subjects are marked 'unsatisfactory.' He has failed in reading and arithmetic. He is reported to be boisterous, 'smart-alecky' and untrustworthy."

Do not allow the actors to write scripts or to read them. The interview need not be longer than ten or fifteen minutes. After the role playing have the audience discuss what was wrong with it and what the parent and teacher might have done with respect to some joint planning in understanding and helping Jim.

2. Get a parent and teacher to play an interview with respect to the problem below, the parent taking a co-operative and understanding attitude and the teacher being old-fashioned:

"Bill is in Grade I but isn't learning to read. His mother and father are divorced and his mother, with whom he lives, has a job. Bill is very shy and retiring. He sucks his thumb and wets the bed at night. He has no playmates."

After the role playing have the audience discuss what was wrong and right about the interview and what the teacher and parent might have done to search together for a solution of Bill's problems.

3. In the following get a teacher and parent to play the role of a modern teacher and an old-fashioned parent:

"Joan is sixteen, in Grade IX. Her report card shows that she has failed in nearly all subjects. Joan is plain-



*Joan had failed
nearly all subjects.*

looking but uses too much make-up. She makes great bids for the attention of the boys but gets few dates. She takes no part in sports. Joan is catty and critical of the other girls who refuse to accept her in their group. Joan is the only girl in a family of four boys. The boys are all doing well in school and have plenty of friends. Her parents feel that she is a disgrace to the family and think the school should "crack down" on Joan."

Have the audience discuss what was right and wrong with the interview and what factors teacher and parent would need to understand in order to help Joan.

4. Get a parent and teacher to play the roles of parent and teacher in an interview over Tom.

"Tom has been up in the juvenile court for stealing. He is eleven years old, in Grade V, and is doing fair work in all subjects except reading, in which he is having difficulty. He takes part in sports but doesn't make the school teams. Tom took the money

he stole and bought candy bars for all his classmates. Tom would like to take part in school dramatics but his teacher says he is not good enough for this kind of work. Tom's father is a prominent business man who has little time for his family. His mother wasn't too happy to have Tom when he was born as she wanted a girl. She now has two daughters."

After the role playing have the audience give suggestions as to what was right and wrong with the interview and how the teacher and parent might have done a better job in searching together to understand and help Tom.

Reading References

Those participating in either programme would find help in the following:

1. Heffernan, Helen — Guiding the Young Child—Chapter XIV—Teachers Work with Parents. The Copp Clark Co., Toronto.
2. Redl, F. & Wattenberg, W.—Mental Hygiene in Teaching. Chapter XV — Working with Parents — W. J. Gage and Company, Toronto.
3. Laycock, S. R.—Pamphlets:
 - (1) Wanted! Skill in Co-operating with Parents.
 - (2) What Parents Can Do to Make Parent-Teacher Co-operation Effective.
 - (3) How Can You Help a Child Who Steals?
 - (4) How Can You Help a Child Who Lies?
 - (5) The Diagnostic Approach to Problems of Pupil Adjustment.
 - (6) Fun From the Start.
 - (7) New Schools for Old.

Can be obtained from the University of Saskatchewan Bookstore, Saskatoon, Saskatchewan.

A Parent's Plea

*My little boy is eight years old,
He goes to school each day;
He doesn't mind the tasks they set,
They seem to him but play.
He heads his class at raffia work,
And also takes the lead
At making dinky paper boats—
But I wish that he could read.*

*They teach him physiology,
And oh, it chills our hearts
To hear our prattling innocent,
Mix up his inward parts.
He also learns astronomy
And names the stars by night;
Of course he's very up-to-date,
But I wish that he could write.*

*They teach him things botanical,
They teach him how to draw;
He babbles of mythology,
And gravitation's law;
And the discoveries of science
With him are quite a fad;
They tell me he's a clever boy,
But I wish that he could add.*

PETER MCARTHUR, 1907.

How High Up Are You?

THERE ARE one-story intellects, two story intellects, and three-story intellects with skylights. All fact collectors who have no aim beyond their facts, are one-story men. Two-story men compare, reason, generalize, using the labour of the fact collectors as their own. Three-story men idealize, imagine, predict; their best illumination comes from above, through the skylight.

—OLIVER WENDELL HOLMES.

Little Bobbie tripped and fell on his face on the sidewalk. His teacher rushed over to help him up.

"Now Bobbie, you must be brave about this," she said. "You mustn't cry!"

"Cry my foot," replied Bobbie, "I'm going to sue the hell out of somebody!"

\$30,000,000 is a Lot of Money!

You bet it is!—But that's how much credit union members saved in interest last year alone, by borrowing from their credit unions. Just stop and think about this for a minute—credit union members would have had to pay out \$30,000,000 more in interest if they had no credit unions to borrow from, and had to go elsewhere for credit.

Of course this saving in interest means that credit union members had that much more—thirty million dollars more—to use for other things: to buy shoes for Johnny, to get a new coat for Mom, to plant shrubs in the front yard, to have Sue's teeth straightened, to put a coat of paint on the house.

How can credit unions make these savings for members? Because they are not in business for profit—they are service organizations.

Credit unions save the general public money too. Here's how: through the years the example and competition of credit unions has caused a real drop in interest rates on small loans in general . . . so every borrower . . . even those not members of credit unions . . . made a saving on interest last year, thanks to credit unions. It's conservatively estimated that this saving amounted to at least half a billion dollars! That's \$500,000,000 more buying power that is staying in the pockets of the people who need it most.

The credit union serving your employees is one of 14,000 doing this worthwhile job. One important reason for their success is the co-operation they receive from far-sighted businessmen who encourage credit unions in the factories, stores, offices, packing houses and shops of North America.

Today, in the Western Hemisphere alone, there are 6,000,000 people using credit unions to meet their needs for small loans in an honest, low cost way, throughout Canada, the United States, Hawaii, Alaska, the Canal Zone, Puerto Rico, Jamaica, Trinidad, British Guiana, the Dominican Republic and the far away Philippines.



This message comes from the Credit Union National Association, a non-profit organization dedicated to the advancement of economic democracy through the credit union movement.

Four Reasons Why



From left to right: Joyce Sykes, Louise Carter, Eugenie Szczepan, Gail Grapentine.

ABOVE you see four reasons why registration went so smoothly at the Annual Meeting of Provincial Council at Easter time; four reasons why all the necessary materials were ready on time and why delegates got promptly reimbursed for their traveling expenses. We guarantee there are no harder working office girls in Winnipeg than these four, who seem to have absorbed fully the spirit of true professional people. Central Office has been working short-staffed all year, and only considerable overtime work, added to a furious pace day after day made it possible for them to have your reports, resolutions, badges and such ready on time.

Joyce, Mr. McMaster's secretary, is in charge of office routine and looks after the financial end of the clerical duties, ably assisted by Eugenie. Eugenie also does the statistical work on salaries and looks after payment of fees. Louise does the clerical work in our office connected with the Credit Union, helps you to "clear" with Central Office, and is secretary to Mr. Arnett. Gail does wonders on the

mimeographing machine, as well as stenographic work.

All this suggests that the staff has a neat routine, easy to follow, but in practice, as "emergency" follows "emergency" in the form of rush requests for such things as mimeographing proposed agreements and final agreements, every member of the staff drops whatever else is being done and "pitches in" and the seemingly impossible is done.

They form a great team that understands your problems remarkably well and is pulling for you all the way.

Bouquet from Better Business Bureau

Recently a local which has gone in strongly for the new credit union ran up against a doubting Thomas who was questioning how safe one's money was in a credit union. They took this for a few days and then phoned up the Better Business Bureau. The bureau gave credit unions a clean bill of health and then referred the local to the Department of Industry and Commerce. Result: another kudos for the credit union and an end to the sad song of Thomas.

Policy in the Making

By RALPH LLOYD

SOMETIMES we hear teachers talking about The Manitoba Teachers' Society as though it were the distant Kingdom of Slobovia or some welfare agency interested in almost anybody's welfare but their own. "Why doesn't the M.T.S. have a provincial salary schedule?" "What is the M.T.S. doing about federal aid for education?"

Such people forget that The Manitoba Teachers' Society is, collectively speaking, *you*. Fortunately for the good of education and the teaching profession there are a considerable number of you who are hard-working, thoughtful members of your Society. District Association No. 10, because of the excellent liaison it keeps with its various active locals and with Central Office, is a good example of professional people taking an active part in determining the channels into

which the ever-increasing energy of their Society shall be directed. At the right is Miss Olive McMahon, vice-president of District Association No. 10, speaking to one of the motions sponsored by her district. Below are the 250 delegates from the four corners of the province listening attentively.

The resolution was the result of much earnest thought given to the problem of the permit teacher. The damaging practice of granting permits could be partly solved, District 10 decided, by having the Department refuse permits in respect to districts where the school children were within reasonable distance of a school having a qualified teacher and adequate accommodation for additional pupils. Miss McMahon persuaded the delegates to adopt the resolution, slightly



250 Provincial Cou

Don't Sing an Off-key Dirge from the Sidelines

modified, as policy of The Manitoba Teachers' Society.

Some fifty resolutions were debated by the teachers' representatives at Provincial Council and adopted or rejected, thus setting the objectives for the coming year. Whether these are your objectives, or objectives you believe in, depends considerably upon whether you have taken a professional interest this year at the grassroots level and so shared in the framing of resolutions and the instructing of delegates attending Provincial Council. You had the opportunity to make your voice heard during the past year. We hope that you did. If not, resolve now to enjoy the grand experience next September of being one of the chorus. Don't sing an off-key dirge on the sidelines. In a democracy you don't have to warble the same notes as your



Miss Olive McMahon

neighbour, but your voices can still add up to some close harmony on the same theme. And everybody has a right to suggest the next song.



Ponder a Resolution.

IN 1952, 25 new industries, manufacturing everything from culverts to cameras, from fibre products to figurines, established themselves in Manitoba, in the belief that her unique blending of raw materials, cheap power, precious metals and strategic position made her one of the choice industrial locations of Canada; and they invested \$17,000,000 to back that belief.

Manitoba's Industries Forge Ahead

THE year 1951 has been one of progress and accomplishment for primary and secondary industry in Manitoba and the province continued to enjoy a very high and stable level of economic activity. It can be regarded as a year of outstanding achievement for industries based on natural resources for they produced new wealth, provided new employment, opened up new markets for other industries, and were responsible for colonizing new areas. Manufacturing production figures continued to set new records and many encouraging developments with respect to industry generally took place throughout the year.

The gross value of manufacturing production during 1951 is estimated to exceed \$596,000,000 the highest total recorded to date and which represents an increase of \$71,000,000 over the value of manufacturing production in 1950. The manufacturing industry which is the province's leading industry in terms of the gross value of production, gives direct employment to approximately 44,000 persons with payrolls estimated at \$100,000,000 annually.

Since 1948, new capital investment in Manitoba's manufacturing industry has totalled \$58.8 million with ap-

proximately \$16.7 million being invested within the last year. During 1951, 25 new industries were established in the province, bringing the total of new industries commencing operations in Manitoba since 1946 to over 245. The products manufactured by the firms located in the past year are of a wide variety including men's windbreakers, parkas, men's sport jackets, overcoats, suits, metal culverts, movie cameras, microscopes, range finders, electronic equipment, washing machines, computer components, drafting machines, leather small goods, athletic uniforms, automobile radiator covers, excelsior, wood fibre products, radar television, radio communication and radar equipment, agricultural implements, dress forms, figurines, automobile accessories, building panels, and a variety of chemical products.

The province, as a result of a stable economy based upon a unique blend of agriculture and industry, excellent transportation facilities, a stable labour supply, and an advantageous market location, is experiencing a steady commercial and industrial expansion and developing a wide range of diverse enterprises.

The following are a few of the developments which took place during 1951:



Manitoba Rolling Mills are adding \$1,000,000 worth of increased plant capacity.

Imperial Oil Company Limited completed and put into operation their \$10,000,000 "cat cracker" refinery.

Hudson Bay Mining and Smelting completed a zinc fuming plant with auxiliary equipment at a cost of \$9,000,000.

Manitoba Rolling Mills commenced construction on a proposed \$1,000,000 expansion programme to increase plant capacity by nearly fifty per cent.

MacLeod's Limited commenced construction of a \$650,000 warehouse which will cover 124,000 square feet and will house offices, warehouse, canvas factory, mail order, and farm equipment service departments.

General Motors Limited purchased a one hundred acre industrial site for a new assembly and equipment plant.

Maytag Company Limited opened a new \$75,000 plant for the manufacture of washing machines for distribution throughout Canada.

John Wood Company Limited completed and opened a \$600,000 steel fabrication plant for the production of water heaters and agricultural equipment.

Kraft Foods Limited purchased an industrial site and plan to build an 18,000 square foot office and warehouse.

John Deere Plow Company Limited commenced building a \$600,000 office and warehouse covering 105,000 square feet.

James B. Carter Limited, manufacturers of electrical and automotive products, announced their intention of building a new \$400,000 plant.

Ford Motor Company Limited completed and opened a new \$1,000,000 parts depot.

Massey Harris announced plans to build a new assembly plant, offices and warehouse at an estimated cost of \$500,000.

Siemens Brothers (Canada) Limited completed and opened their new \$125,000 plant for the partial manufacture and assembly of telephone equipment.

Cockshutt Plow Company Limited constructed and opened a new \$400,000 warehouse and office building with a total area of 60,000 square feet.

Liquid Carbonic Canadian Corporation Limited built and opened a new \$500,000 plant covering 20,000 square feet for the production of carbonic gas and dry ice.

Canadian General Electric Company purchased property for new warehouse and office facilities.

Westinghouse Company Limited purchased an industrial site for a new 90,000 square foot plant.

Marshall Wells Company purchased industrial property for expansion purposes.

Contributing to the record year of economic activity for Manitoba was the production of the province's primary industries.



Imperial Oil's new \$10,000,000 "Cat Cracker" at East St. Paul.

Mineral production in 1951 is expected to exceed \$28 million and the completion of plans for the new Lynn Lake development, the discovery of oil in the Virden area and the considerable exploration for metals, all point to increased development in this field for Manitoba. Nearly two-fifths of the province is covered by the Precambrian Shield, which is rich in mineral resources, much of which is as yet, unexploited.

Sherritt-Gordon Mines Limited terminated operations at Sherridon in September. The dismantling and shipment of the Company's plant to the nickel-copper deposits at Lynn Lake, north of Flin Flon, is at present underway. This project, which includes the establishment of mine plant and town-site at Lynn Lake and a power plant on the Laurie River, and the construction of a 150-mile railroad into Lynn Lake, will entail an expenditure in Manitoba of over \$35 million. Production at Lynn Lake is scheduled to start late in 1953.

During the year Hudson Bay Mining and Smelting Co. Limited completed construction of its \$9 million zinc fuming plant and auxiliary electrolytic plant.

Nineteen hundred and fifty-one saw the first significant production of oil in Manitoba from two wells located within ten miles of Virden. During the latter part of the year, these wells were averaging a total daily production of 60 barrels. Exploration and drilling is proceeding at an unprecedented rate, mainly in the southwestern part of the province.

The search for metals as in the past, was confined largely to the base metals and the established companies continued to be supporters of work undertaken.

The hydro-electric power generated in the province during 1951 was in

The Manitoba Teacher



This \$23,500,000 power project at Pine Falls will supply an additional 114,000 horse power for Manitoba needs.

excess of 2,575,000,000 K.W.H., the value of which was over \$15,452,000. This represents an increase in power generated of 4.3 per cent over 1950. The availability and dependability of the province's power supply has been a vital factor in the industrial development of Manitoba.

The rural electrification programme, which now services over 27,000 farms and over 400 cities, towns and villages in Manitoba with hydro-electric power, is considered to be the outstanding achievement of its kind in Canada. Manitoba's plan has become a model for the rural distribution of power in many other agricultural communities.

Industrial expansion and construction continued at a high level during the year. The estimated total capital expenditure in industries in 1951 was \$25,500,000 for Manitoba. New investment for buildings, machinery, and equipment constituted \$16,700,000 of this with \$8,800,000 being expended on repair and maintenance. This total figure compares with an average pre-war industrial expendi-

ture rate of \$2,300,00 annually. In the city of Winnipeg during 1951, \$18,700,000 was spent on industrial expansion.

News . . .

from the Faculty

The likely autumn graduate courses for credit in Winnipeg will be as follows:

Organization of Secondary Education, Remedial Work in the Elementary School, Home Economics, Physical Education, The Teaching of Physical Science, The Teaching of Art, and The Teaching of Music. These will be given at the Broadway site beginning at 4:30 p.m.

Also, on Saturdays from 11:00 a.m. to 3:00 p.m. Silent Reading and Remedial Reading will be offered.

Other Saturday courses will be offered at Brandon, Dauphin, Winkler, Flin Flon, Carman, Portage and Neepawa.

There's Nothing New in Education

When discussing the merits and demerits of some supposedly novel approach to the solution of modern educational problems, students of Education in Manitoba, for many moons in many years, have been shocked by the assertions of Dr. Woods that, "There's nothing new in Education."

The writer undertook a research project and examined many hundreds of ancient documents in an effort to disprove this dictum.

The following document, written by Uno Hoo or Uno Hoom, shortly after the Garden of Eden became a Larger Area, would seem to vindicate the stand taken by Dr. Woods. Modern students no doubt will detect a parallel trend in this document to trends of the not-too-distant-past. It is offered as objective evidence with all its historic and hysteric imperfections.

The document begins:—

And it came to pass that when the melancholy days were upon the land of Manitou-bah, one rose among them in Doff-inn whose name was David but to whom men re'ferred in address as Dee-ess.

Dee-ess, as was his wont, traversed the country of the north in an ancient chariot that coughed and vied with the distant thunder from the hills. And it came about in his many wanderings that he found the state of Education wanting. It was not good. It was allow-cy. And he lifted up his voice accordingly.

Now it came to pass that the great men of the land of Manitou-bah heard

the lament and removed Dee-ess from the north lands once every year when the sun was at its meridian.

"Verily," they said unto him, "You are a man discreet and wise and with great power of the lung. We have heard your voice rolling throughout the land. Get ye down to Winney Peg and gather ye the people of the teacher calling. Teach them to teach and give them the works."

And he did.

"O, ye people of the fat head and the slim purse," he cried, "Listen to my words." And they listened. Because there were then no radios in the land.

"Give yourselves up," he exhorted. "Give yourselves up to the noble art of teaching kids." (Why he was interested in baby goats is not readily apparent from the document.) "Lose yourselves," he cried, "Lose yourselves in abundant labour. Be ye not keepers of schools but teachers. Though my visage be forlorn and my figure streamlined, yet withal, I have the wisdom of experience. I say unto you that I learned my pedagogy the hard way in the old school. In the days of depression. In the years of the locust. And how!

"Ye thrive on good fortune through The M.T.S. in this time of prosperity and teacher shortage when the evil days are not. Little know ye of the intemperate time of which men still speak when famine stalked the land and there was nothing to shoot at but the hired man and teachers' salaries.

*"Come sit at my
feet and I shall
Give unto you a bee-ed."*



In the days when teachers ate corn.
And that was tough.

"So be this known unto ye, now and
forevermore. If the lean years come
again and the days of plenty are no
longer, get ye yourselves some credits,
store up knowledge, and units, then,
forsooth, your kind will come into its
own.

"Verily, on that day alone the
keepers of schools will go unwanted,
ker-plunk, right out of a job and the
real teachers will inherit their posi-
tions."

And they did. But that was all they
ever did inherit. For thus it was meant
to be, world without end—

Then Dee-ess, growing weary of
little things, again lifted up his voice
and said unto his brethren, "What
gives?" And there was no one to
answer him.

They were dumb. And how!

And he spake roughly and said
unto them, "When there was famine
in the land, there was corn in Egypt
but ye were paid in pea-nuts. What
gives?"

Again there was no one to answer
him. His brethren were over at St.
Norbert, hoisting.

But Dee-ess knew his brethren. And
remembering his dreams when he,
too, had been hoisting, he prepared
many new and strange courses for
them; and said unto them, "O, ye of
little consequence, come unto summer
school and labour. The pains will be
many. Come sit at my feet and I shall
give unto you a bee-edd."

And some of the lesser serfs, not
understanding, brought their blankets
with them thinking that he would pro-
vide a couch and resting-place for
them. But alas, they had to sit at his
feet. And they sat.

And one of them dreamed a dream
that might be interpreted. It came to
pass that in his dream he entered the
vestibule of Paradise. And St. Peter
knew not him. When he enquired at
the desk for his reservation, Gabriel
knew not of what he spake. There was
no confirmation. And when he asked,
"Where are my brethren? Are there
no teachers here?", St. Peter smiled
sadly and replied, "Verily, thou hast
come to Paradise at the wrong time.
This is July, my child. During July
and August all thy brethren are in
Hell at summer school."

And they were. And it was.

And Dee-ess lifted his voice above
the tumult and said, "O, ye more-ons,
ye have nothing on the ball. From
henceforth hereby shall ye be proved.
By the moustache of Joseph Marion,



*"And they loaded their bags with
textbooks and source material."*

ye shall not go from hence until ye have completed scads and scads of term papers."

An echo answered, "You can say that again!"

And he did. Many times.

"Go write yourselves scads of term papers that your words may be proved—if there is any truth in you. And if you omit the documentation, Boy, oh boy, you've had it!"

And they did. And they had.

And he kept them all together in one place until they had the words verified and had their marks made on a sheep skin. And that was tough on the sheep who got no credit at all.

And they murmured, one to another, "We are guilty of being dopes. Why suffer we this anguish of soul when we could be better off in the ditches of the land. We study much. It is a weariness. Therefore is this distress come upon us. Verily we are the sap of the family tree."

And Dee-ess understood them and turned himself about from them and nibbled at his finger nails and returned to them again and communed gently with them and then added two more courses, right before their very eyes.

And they knew it not. Verily, he was a slick chick.

And it came to pass that Dee-ess filled them every one with ambish, restored every man's faith, borrowed from him his money, gave him term papers to do for many more moons ahead; and thus did he unto all of that unwashed multitude.

And they loaded their bags with textbooks and source material and departed thence. And lo, as one of them opened his bag to seek for a big book that would hold open a certain door, he espied his money, for behold it was in the mouth of the bag.

And he said unto h's brethren, "As Dee-ess often told us, 'It's in the bag'. My money is restored unto me."

But he still had to do his term papers.

And he did. And how!

The document became indecipherable at this point, being stained with a brown, nut-like stain like the juice of the hop, or of the bier. But it just goes to show that as all these things came to pass when the Garden of Eden became the first Larger Area, Dr. Woods may have been quite correct when he said, "There's nothing new in Education."

The Lady Alexander Gift Fund

IT has been the custom in the past to offer a gift to the wife of the retiring Governor-General upon her departure, as a tangible expression of appreciation.

An Advisory Committee has been set up to arrange for a national collection through the agencies of the women's organizations of Canada. The chairman is Mrs. D. C. Abbott, and the Honorary Treasurers are: Mrs. Milton F. Gregg and Mrs. Ellen Fairclough.

The gift may take the form of household electrical equipment of Canadian manufacture, to replace that destroyed during the war.

All women teachers in Manitoba are invited to share in this project. Please give your donation to the president or secretary of your Local Association. These officers are asked to forward the money to The Manitoba Teachers' Society office, 802 Paris Building, Winnipeg. Cheques are to be made in favour of: The Honorary Treasurer, Lady Alexander Gift Fund.

—M. R. Conway, Past President,
The Manitoba Teachers' Society.

BIG NEWS FOR SPORTSMEN about Orange-Crush

The following is a letter received by Orange-Crush from Lloyd Percival, Director and Head Coach of Sports College.*

"Sports College recently tested various soft drinks and their effects, if any, on the training athlete. A soft drink testing project was given a high priority at the College because the role of the soft drink in the training of athletes is a controversial problem. Many training experts ban all soft drinks in their conditioning programs, others consider any soft drink to be suitable. Sports College felt a careful study of the problem was needed to establish a factual background on which athletes and trainers could form an opinion.

We found that some soft drinks can have a place in an athletic training program while others should be strictly avoided. The only brand of soft drink we can recommend for athletes is Orange-Crush and certain types of Ginger Ale. Some of the reasons Orange-Crush was able to

earn a seal of approval were: It is made from natural orange juice . . . any colouring used is not detrimental . . . it is made and bottled under the most hygienic conditions . . . it contains no artificial stimulant. In addition, Orange-Crush seems like a good bet for use as an after activity jack-up, as it helps replenish the carbohydrates one uses as energy fuel during activity.

When given practical testing in the Sports College Testing Groups it was found to be popular and definitely not harmful. Orange-Crush is highly recommended for use at any time a soft drink is indicated for athletes."

*Sports College Association is a nation-wide, non-profit public service project, operating on letters patent from the Secretary of State, designed to help raise the standards of national fitness, sports efficiency and health in Canada.



Orange-Crush

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Supervisor of Art, Regina Public Schools

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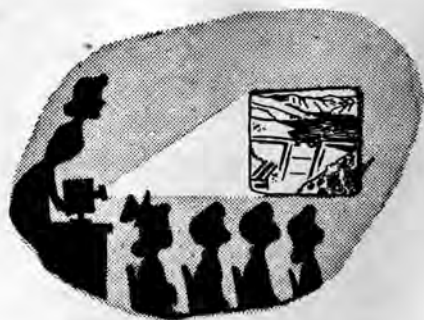
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Film Board Releases

*Following are the latest releases
of the National Film Board
of Canada.*

THE SON, 16 mm. and 35 mm.,
black and white sound, running time:
28 minutes.

Summary:

A dramatic portrayal of a not infrequent rural problem—the tendency of farmers' sons to leave the land in favour of other employment. The film presents the problem through the story of Howard, an only son working on his father's farm and receiving a small weekly pittance which offers little security and prevents him from marrying. The serene, pastoral countryside of southern Ontario provides the background for the story. Some of Howard's childhood is shown, with instances of boyish frustration caused by the father's insensitive domination. Resentment intensifies over the years, finally erupting in a heated exchange which threatens a complete break between father and son. The film ends on a tentatively happy note, with their differences reconciled through a legal partnership agreement.

Suggested Uses:

A general interest film for adults and students of high school age or older. Especially well suited for rural discussion groups and for programmes about farm life, family relations, or the drift of population to the cities.

CADET HOLIDAY, 16 mm. and 35 mm., colour or black and white sound, running time: 11 minutes.

Summary:

Army cadet training at Ipperwash on Lake Huron. After completion of their initial training at High School, a corps of army cadets is selected for more advanced instruction at Ipperwash, one of five similar camps across Canada. Here, in an idyllic summer-camp setting, the boys learn all the skills and techniques that make an experienced soldier—map reading, signals, camouflage, scouting, Ack-Ack fire control, driver-mechanics, etc. Attention is focused on young Ron who feels a strong boyish attraction toward machines. His over-confidence gives him a hair-raising experience in a "run-away" tank, ending in a strong reprimand from the Sergeant-Major, but in spite of this misdemeanor, Ron makes the grade. He is even able to put his new training to practical use on his return home when something goes wrong under the hood of his father's car.

Suggested Uses:

A general interest film particularly suitable for showing to high school groups and to parents.

OTTAWA—TODAY AND TOMORROW, 16 mm. and 35 mm. colour sound, running time: 10 minutes.

Summary:

In redesigning the city of Ottawa, planning experts look to the many potentialities it holds for becoming a

capital of which Canada can be proud. Situated at the junction of three rivers and interlaced by many scenic waterways and drives, with the elevated parliament buildings giving an imposing emphasis, the city can become a tribute to the rapid growth of a young nation in the world's second largest country. Maps show Ottawa's geographical location and illustrate how it grew out of a lumbering town to its present size. Some of its present undesirable features are noted—traffic congestions, indiscriminate location of railway tracks and exploitation of some of the city's natural beauty spots. The master plan for the national capital of tomorrow shows a renovated Ottawa, embodying good town planning principles.

Suggested Uses:

A general interest film.

MILK-MADE, 16 mm. colour or black and white sound, running time: 27 minutes.

Summary:

The story of modern milk production and processing. The growth of dairying into one of Canada's biggest and most completely mechanized industries demands the utmost in precautionary measures to safeguard the purity of milk and milk products. We see how, in modern dairy plants, standards of high quality are maintained by rigid scientific tests, as the film shows the many highly mechanized processes involved in the production of pasteurized, condensed and powdered milk, butter, cheese and ice cream. The film begins with scenes of the simpler dairying methods of pioneer days and ends with views of a modern, scientifically equipped dairy barn.

Content Outline:

Beginning sequences show the dairy industry back in the days of the dash churn, when the pioneer housewife

was guided mainly by experience and homely instinct in turning out flavourful butter, and milk was sold from cow to consumer via the farmer's delivery wagon. A visit to a modern city dairy shows the transformation that has taken place since then—with the Canadian milk yield now averaging around 17 billion pounds annually.

Suggested Uses:

For general interest audiences. Particularly useful for housewives and other consumer groups, and for senior elementary school classes.

RESCUE MISSION, 16 mm. and 35 mm., black and white sound, running time: 11 minutes.

Summary:

Mercy flights of the Search and Rescue Squadrons of the Royal Canadian Air Force. No matter what the plight of accident victims may be and however isolated the spot, they can now search the skies with real hope—thanks to the Search and Rescue Squadrons of the R.C.A.F. To the rescued, the exploits of the Rescue Squadrons seem like feats of daring, to the men themselves, their flights are daily routine. The film takes us along on three such rescue missions—to northern Ontario where an air-borne hunting party has disappeared in dense bush country, to the Atlantic where a stricken sailor requires emergency aid, to remote Baffin Island where an Eskimo lad is seriously ill with tuberculosis.

Suggested Uses:

For all general interest audiences of adults or children.

THUNDER IN THE EAST, 16 mm. and 35 mm., black and white sound, running time: 11 minutes.

Summary:

A presentation of the issues which precipitated the Korean conflict and a survey of Asia's struggle for nation-

hood. The film traces the emergence of the 38th Parallel which marked a political cleavage between northern and southern Korea and eventually gave rise to armed warfare between the Republic to the south and the Communist forces to the north. The United Nations, realizing the implications of unchecked aggression, sent its forces to intercede. Elsewhere in Asia there is also unrest, but of a different nature. We see Asia's teeming millions looking to their leaders for a new life and a chance to throw off the yoke of poverty—a hope which culminated in the unprecedented all-Asia Conference, seeking a common ground for solution to mutual problems.

Suggested Uses:

A general interest film, particularly suitable for groups interested in the current Far-East situation.

EYE WITNESS No. 24, 16 mm. black and white sound, running time: 11 minutes.

Summary:

A tour of banknote plants in Ottawa where money is made, a camera trip around Sable Island, graveyard of the Atlantic, and a glimpse of the activities of Junior Forest Wardens in British Columbia, schoolboys skilled in forestry and fire prevention.

Suggested Uses:

Suitable for all general audiences.

UNITED NATIONS SCREEN MAGAZINE No. 2, 16 mm. black and white sound, running time: 15 minutes. Produced by the United Nations Film Board, 1950.

Summary:

President Romulo urges stop to atomic race; team of interpreters solves

language problem at U.N. meetings; world's destitute children are fed and clothed by UNICEF. Addressing the General Assembly of the United Nations, President Romulo voices an urgent appeal to competing nations to abandon their stockpiling of atomic weapons and seek agreement on the basis of proposals made by the Atomic Energy Commission. At United Nations sessions expert interpreters demonstrate their incredible ability to listen to a speech in one language and give an almost simultaneous translation in another language. Six million children, innocent victims of war, are fed through the efforts of the United Nations International Children's Emergency Fund, while another two million are clothed.

Suggested Uses:

For general interest audiences of all ages except young children.

Come to the KILLARNEY FILM FAIR

The Cartwright District Association of the Manitoba Film Association is sponsoring a Trade Fair to be held in Killarney on

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from 10 a.m. to 6 p.m.

Many of the newest developments in visual education will be demonstrated and discussed. Equipment shown will include the magic black-board, the opaque projector, and the microscopic attachment for film strip projectors.

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MacFarlane National Chairman



Dr. Percival, left, examines encyclopaedia presented by A. D. Dunton, centre, while Dr. MacFarlane looks on.

CANADA'S BIGGEST "classroom," with more than half a million pupils, has a new "teacher."

A. D. Dunton, chairman of the CBC Board of Governors, announced recently from Toronto that Dr. R. O. MacFarlane, deputy minister of education for Manitoba, has accepted the post of chairman of the CBC's national advisory council on school broadcasting. The council includes representatives of all provincial departments of education and other interested bodies such as the Conference of Canadian Universities and the Home and School Federation.

Dr. MacFarlane succeeds Dr. W. P. Percival, director of Protestant education for the Quebec department of education, who has been chairman of the council for seven years.

Mr. Dunton said that the number of children listening to both national and provincial school broadcasts was

estimated at 600,000. At least 35 per cent of all Canadian schools were now radio equipped. He said that more than \$200,000 would be spent on school broadcasting in the next school year by the 10 provincial departments of education and a like amount by the CBC.

This marks the tenth anniversary of CBC's national school broadcasts, broadcast once a week to all Canadian schools in addition to daily provincial school broadcasts.

E. L. Bushnell, director general of programmes for the CBC, said that school broadcasts proved "that broadcasters and educators can successfully work together to produce programmes that have value both as entertainment and as education."

As a token of appreciation for his years of service, the CBC presented Dr. Percival with a 15-volume encyclopaedia.

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"We've come from the first grade of the Kinkaid school, and what we want is more blood and gore, Mr. Winkles, more blood and gore. . ."

New Travel Rates to Indies

MONTREAL, May — New travel horizons will be opened during the "long summer recess" for Canadian teachers through the lowest excursion air fares in the history of Trans-Canada Air Lines to the exotic Caribbean Islands of Jamaica, The Bahamas, Bermuda, Trinidad and Barbados, it was announced recently by W. Gordon Wood, vice-president of traffic.

The new excursion fares will be in effect from April 15th until November, and will be valid for 30 days to Bermuda and 60 days to all other points in the Caribbean. Travel may commence any time during this period, and includes the additional feature of a 66-pound free baggage allowance, which is normally only allowed on premium fare international services.

The fares range from \$137.30 return, to Bermuda from either Toronto or Montreal, to \$191.30 return, from either city to Jamaica, or \$133.60 to

romantic Nassau from Toronto. A similar low fare excursion will be effective between Canada and Havana over TCA and National Airlines services via Tampa.

No longer considered as winter holiday-lands only, the West Indies and Bermuda are gaining in popularity for summer vacations with Canadian visitors, who enjoy the equable climate, low summer hotel rates and the premium on the Canadian dollar.

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Newcomers to our profession are invited to join our young but vigorous Credit Union. Payment of a fee of 25 cents, one dollar towards a five dollar share and one dollar as an annual fee to the Co-operative Credit Society, our provincial organization will make you a member if you are a member in good standing of The Manitoba Teachers' Society. As soon as you have completed one share you are eligible to borrow money from the Credit Union if you so desire.



Publishers are invited to submit books and magazines to the Editor of THE MANITOBA TEACHER, 802 Paris Building, Winnipeg, Manitoba, for attention in these columns.

Book Reviews

HAMMOND'S "AMERICAN HISTORY WALL ATLAS"—Obtainable from The Book Society of Canada, Limited, 112 Richmond Street W., Toronto 1, Ontario. Retail price \$18.95; to schools \$15.16.

This well-produced atlas would be a joy to any teacher of American history. Of a most unusual design, it is approximately 28½" by 20½" in size, is made of very heavy paper and is provided with heavy cardboard backs, hinged, and fitted with reinforced holes so that it may be hung, wide-open, against the wall for class use. The maps and diagrams are large and distinct, and each one points out clearly the pertinent facts of the phase of American history it is designed to illustrate.—A.M.

Life Adjustment Booklets (for High School Students)

HOW TO SOLVE YOUR PROBLEMS—A six-step problem-solving method is explained with examples. As with the junior-high booklet, "You and Your Problems," this could be used to start discussion of students' own problems. Another publication, "S.R.A. Youth Inventory," may help to identify these problems.

SCHOOL SUBJECTS AND JOBS—Most of this consists of a 30-page chart of occupations telling subjects most useful for each. It will help students who have selected an occupation to choose appropriate subjects, and may be useful in general discussion of occupations, but will be less so from the viewpoint of justifying school subjects. The occupations match the "Kuder

Preference Record—Vocational" and the booklet will be useful where this record is used.

WHAT IS HONESTY—In its present form this booklet is not likely to change many attitudes or much behaviour, although few will quarrel with what it says. Its discussion of cheating on tests would be better in the form of problem situations with alternative solutions to be discussed.

HOW TO GET THE JOB—An intensive procedure is outlined, dealing with selection of the type of job, planning a job-landing campaign, and working towards promotion. Appearance, letters and interviews are well covered. Students who expect to compete soon for good urban jobs will find this most useful.

DISCOVERING YOUR REAL INTERESTS—Ten families of interests are identified and related to enjoyment and success in school and vocation. Lists of occupations in the various interest areas occupy 14 pages. This material relates closely to the "Kuder Preference Record—Vocational," prepared by one author of this booklet.—H.H.G.

MORE "S.R.A." BOOKLETS

Junior Life Adjustment Booklets (for Grades VI to IX)

"YOU AND YOUR PROBLEMS"—This would be an excellent discussion-starter in Grade VII guidance classes, preferably with a copy for each student to read silently (reading time: one hour or more), especially if its technique then were applied to problems submitted anonymously by class

members. Be ready for discussion of school procedures as well as personal and international problems.

"CLUBS ARE FUN"—Here are ideas about club activities, along with suggestions on sponsorship, leadership, election and business meeting procedures and programme planning.

Life Adjustment Booklets (for High School Students)

"PRIMER OF ATOMIC ENERGY"—Atomic structure, chain reactions, atomic piles, A-bombs and H-bombs are presented understandably, along with the effects of atomic explosion, and the need for national and international control. Keen science students will be interested.

"UNDERSTANDING SEX"—Here is excellent material for use where teacher or parent knows it would help. Besides physiology, it deals with behaviour, fairness and self-respect, and offers positive suggestions for healthy boy-girl relationships. Best at Grade XII level, it should be in every guidance teacher's collection.

"DATING DAYS"—To help teen-agers avoid dating disappointments and embarrassments, this booklet considers personality, parents' attitudes, "going steady," and what love really is. It is a palatable antidote for the prevalent news-stand "love" literature.

Better Living Booklets (for Parents and Teachers)

"YOUR CHILDREN'S MANNERS"—Children's manners are important to boys and girls themselves as well as to parents and teachers, but how much to expect, and when, are difficult questions. This booklet goes into basic reasons for behaviour and comes up with a chain-reaction principle: security, confidence, friendliness, courtesy. Standards from nursery through adolescence are suggested.

"WHY CHILDREN MISBEHAVE"—Granted that some misbehaviour is

normal, when is it serious, and what is delinquency? Why do children misbehave, and how should they be treated? These questions, relating to children from infancy to the 'teens, are answered for parents and school teachers by the superintendent of a boys' correctional school, who understands.

* * *

"CREATIVE ART AND CRAFTS FOR THE CLASSROOM by Elsie Dorsey, Supervisor of Art, Regina, published 1952, by the School Aids and Text Book Publishing Company, Ltd., Regina, \$2.50, 88 pp.

Introduced by a brief but convincing statement of the value of creative activity, "Creative Art and Crafts for the Classroom" is planned to help all classroom teachers who are anxious to explore this field.

If you want to know "what to do" in the art period, and "how to do it," here is the book for you. It is commendable, not only for the variety of activities presented—picture making, murals, lettering, posters, pattern-making, print-making, finger-painting, modelling with clay, papier-maché, newspaper—but also for its recommendations concerning classroom management; its utilization of cheap-available materials; and its helpful suggestions for adapting the various activities to primary, intermediate, and senior levels. (Grades I-IX.)

All this is presented with a wealth of illustrations comprised of reproductions of children's work at all age levels, together with simple but informative descriptions of their age-characteristics.

Miss Dorsey's book is one of the most informative, down-to-earth, practical treatises we have come across to date—and costs only \$2.50, a very modest price for a book containing well over a hundred illustrations.

—J.D.H.

IF YOUR

LOCAL NEWS

IS NOT HERE . . .

either it was not reported or it arrived
too late to be "news."



Normal Students Set \$2,000

At a meeting held on March 17th at the Provincial Normal School, members of the Normal School Local Association discussed the setting of a minimum salary for Normal students, and passed the following resolution:

WHEREAS \$2,000 is a reasonable minimum starting salary for a professional person considering the professional preparation required, the need to maintain professional competence and the increased cost of living, and

WHEREAS the responsibilities of a teacher in the community have been increased,

BE IT THEREFORE RESOLVED that this Local Association support the stand taken by the 1951-52 Provincial Normal School Students' Council to accept not less than \$2,000 except where an approved salary schedule is in force.

T. A. McMaster, General Secretary of The Manitoba Teachers' Society, addressed the students on the topic, "Local Associations in the Field." A discussion period followed.

New members joining the Local were: Lorna Walby, Anne Marmach, Pat McFee, Peggy McGill, Nicholas Melmychuck, Harry Tiessen, Jack Isach and Raymond Labelle.

"The Forgotten Age"

"Physically, he is well fit, socially, he wants to do as he pleases," said Miss Baker, Child Psychology Instructor of the Provincial Normal School,

in addressing the MacDonald Municipality Local Association on what Stephen Leacock termed "The Forgotten Age"—the age of the twelve-year-old boy. Thirteen teachers attended this meeting held on March 19th at Starbuck School. A social evening of whist followed.

Teachers' Small Deficiencies

"Teachers' Small Deficiencies" was the title of a talk by Mr. Dale at a meeting of the Gilbert Plains Local Association held on March 27th. Mrs. Cameron spoke on "Remedial Reading," and Mrs. Marchant on "The United Nations."

The main topic of discussion, led by Mr. Smith, was on the teachers' Credit Union.

Ninety Teachers See "Tale of Two Cities"

Ninety teachers attending a meeting of the Steinbach Local Association held on April 21st at Steinbach saw a film entitled "Tale of Two Cities."

The meeting also discussed resolutions for the forthcoming Easter Convention and heard Inspector D. Moore speak on the advantages of teachers exchanging examinations.

Executive Discusses Hamiota Charter

A meeting of the Executive of District Association No. 4, held at Shoal Lake on March 29th, discussed the application of Hamiota to become a chartered Local Association of District No. 4.

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The meeting also discussed the resolutions it planned to submit to Provincial Council at Easter and the resolutions of other District Associations which had appeared in *The Manitoba Teacher*.

Caldwell Takes Over Duties

A meeting of the Executive of District Association No. 17 received the resignation of Mrs. Strand as secretary of the Association as she found herself unable to continue in office, and elected Miss W. Caldwell as her successor. Mr. D. Bridge was appointed as public relations representative.

Local Holds Supper Meeting

The Darlingford-Manitou-La Riviere Local Association held a supper meeting at La Riviere in January. Topics discussed included schedules, festival work, Parents' Day, the Code of Ethics, and resolutions for Provincial Council at Easter.

Parent-Teacher Relations Discussed

Twenty-three teachers attended a meeting of the Assiniboine Local Association to hear Rev. Father E. Gervais speak on the topic, "Relations Between Parents and Teachers." He pointed out the need for frequent, courteous and helpful contacts in carrying out our work as educators.

The meeting was held at St. Eustache on February 23rd.

Salary Negotiations Discussed

Salary negotiations were discussed under the guidance of Mr. E. L. Arnett of Central Office at a meeting of the West St. Paul-Lockport Local Association held on January 20th at St. Andrews' School.

Mr. J. W. Clarke of the Provincial Normal School was the guest speaker at a meeting of the Local held on February 12th. He led a panel discussion on teachers' problems.

Mr. J. Mosquin reported on the results of a recent meeting held with

the St. Andrews school board regarding the salary schedule.

Public Relations Discussed at Normal School

Mr. J. K. MacKay, Principal of Centennial School and executive member of The Manitoba Teachers' Society, and Mr. R. Lightly, Principal of the Provincial Normal School, were guest speakers at a meeting of the Normal School Local Association held on January 17th. The topic under discussion was public relations. After a brief survey of the topic, the members divided into groups and discussed various phases of the subject under the guidance of group leaders. Following are the group leaders and topics:

Pete Klassen, The General Public; Fern Lints, The Teacher and the Community; Donald Muir, The Official Public; Howard Loewen, The Teacher's Behaviour; Louella Brown, Parent-Teacher Relations; Herb Dunn, Teacher-Child Relations.

Following the discussion the group leaders gave their reports.

Teachers Reminded to Clear

Teachers were reminded by their president, Mr. Peter Brown, of the clause in their Code of Ethics requiring them to clear with Central Office before applying for a position to teach, and the importance of complying with this clause was stressed at a meeting of the Haskett-Winkler Local Association held at Winkler on February 6th.

A resolution was passed ordering copies of "570 Topics for Discussion by Local Associations" for members of the executive.

A skating party and films featured the evening.

Workshop Discusses Discipline

At a meeting held at MacGregor on January 18th, a well-attended meeting of the North Norfolk Local Association held a workshop on Discipline

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under the leadership of Mr. T. D. McKie. Inspector MacKenzie, guest of the evening, acted as consultant and gave invaluable assistance. The workshop was considered by all to be a great success.

The MacGregor Girls' Choir contributed four selections to the entertainment of the meeting under the direction of Rev. D. Rupp. Mr. McKie, accompanied by Miss Marjorie Giles, played two violin solos. Mrs. D. Lye accompanied the choir.

Baffin Island and Mexico Seen by Slides

Constable Marchbank of the R.C.M.P. showed slides of his trip to Mexico and slides of Baffin Island at a meeting of the Gimli Local Association held at Gimli on February 9th. A running commentary accompanied the showing.

The meeting also featured discussions of Education Week, Home and

School Associations, and the Local Charter.

Physical Institute Held

Under the direction of Mr. Senyk the Ste. Anne's Local Association held a Physical Fitness Institute on the morning of February 2nd.

In the afternoon the guest speaker was Rev. F. Laplante who spoke on one of the frailties of childhood, "Untruthfulness, Its Causes and Cures."

Twenty-nine teachers took part in the proceedings.

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